

Teacher's Commitment, Work Engagement, and Work Performance: A Basis for Intervention Plan

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Abstract

This study examined teachers' organizational commitment, work engagement, and work performance in the Green Meadows and Hillside Cluster of the Alcala East District for School Year 2025–2026. Specifically, it determined the levels of commitment, engagement, and performance; examined their relationship with teachers' demographic profiles; identified issues and concerns encountered by teachers; and analyzed the mediating role of work engagement between commitment and performance. A descriptive-quantitative research design was employed, involving 93 teacher-respondents selected through total enumeration. Data were collected using a structured survey questionnaire based on standardized instruments and were analyzed using frequency, percentage, weighted mean, Chi-square test, Cramer's V, and mediation analysis.

Findings revealed that teachers demonstrated high levels of organizational commitment, work engagement, and work performance. There was no significant relationship between teachers' commitment and most profile variables, while work engagement and work performance showed limited significant relationships with selected profile variables. Moreover, work engagement significantly mediated the relationship between commitment and performance, indicating that teachers' engagement plays a crucial role in translating commitment into effective performance. Teachers also reported challenges such as heavy workload, limited resources, diverse learner needs, and limited access to professional development.

The study concludes that while teachers are highly committed and capable, strengthening work engagement is essential to sustain and enhance their performance. It is recommended that schools implement targeted intervention programs focusing on teacher support, professional development, and work-life balance to improve overall teacher effectiveness.

Keywords: *Alcala East District, educational research, mediation analysis, organizational commitment, teacher effectiveness, work engagement, work performance*

Introduction

Philippine education is ever-changing and continues to place increasing demands on teachers as it adapts to new policies, approaches, and diverse learning environments. In line with the global commitment to Sustainable Development Goal 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, the role of teachers becomes even more critical.

In particular, SDG 4 Target 4.c emphasizes the need to substantially increase the supply of qualified teachers through proper training, support, and professional development. Achieving this goal depends largely on teachers who are not only competent but also committed, engaged, and supported in their profession. However, teachers of the Green Meadows and Hillside Cluster in Alcala East District face particular problems that impede their productivity and loyalty to their respective schools.

These issues, including administrative support, workload, and opportunities for personal and professional growth, significantly influence teachers' experiences and willingness to remain in their workplaces. These aspects must be addressed to ensure a healthy teaching and learning environment and to contribute to the realization of quality education.

Teachers' organizational commitment creates a bridge through which individual dedication to a school is developed. It reflects the psychological attachment and sense of belonging that teachers feel toward their institution. Teachers who demonstrate high organizational commitment are more likely to go beyond their prescribed duties to contribute to school development and enhance student learning outcomes. Postrado and Matildo (2023) emphasized that the relationship between organizational commitment and teacher job performance is essential in improving educational institutions.

The composition of the teaching workforce, as defined by its demographic profile, is also a significant factor in educational outcomes. Understanding how teacher characteristics such as age, gender, and experience influence teaching effectiveness is crucial for optimizing student success. A study by Gacusan and Calangi (2022) found that there is a substantial difference between teachers' work performance and their demographic profile in terms of age, educational degree, and teaching position.

Additionally, teacher work performance is a critical determinant of student success, but it is closely linked to teachers' level of work engagement. Highly engaged teachers tend to demonstrate greater enthusiasm and dedication, leading to improved classroom effectiveness and better student outcomes. Siddique et al. (2022) concluded that work engagement positively affects teachers' ability to perform their duties effectively.

This study aimed to assess teachers' organizational commitment, work engagement, and work performance in the Alcala East District, while also examining the relationships among these variables and teacher demographic profiles. It further seeks to identify specific issues and concerns that influence these factors, leading to the development of a targeted intervention plan

to foster a more motivated, engaged, and stable teaching workforce. By examining the mediating role of work engagement between commitment and performance, the study intends to provide insights for policymakers and administrators to promote a supportive and inclusive environment for teachers, thereby contributing to improved teaching quality, teacher retention, and the overall attainment of quality education in line with SDG 4.

Statement of the Problem

This study aimed to assess the teachers' commitment, work engagement and work performance in Alcala East District for the School Year 2024-2025, as a basis for an intervention plan.

Specifically, it sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Civil Status
 - 1.4 Plantilla Position
 - 1.5 Highest Educational Attainment
 - 1.6 Years of Service
 - 1.7 Number of Relevant learning and development activities attended
2. What is the level of teachers' commitment as assessed by the two groups of respondents in terms of:
 - 2.1 Affective Commitment
 - 2.2 Continuance Commitment
 - 2.3 Normative Commitment
3. What is the level of teachers' work engagement as assessed by the two groups of respondents in terms of:
 - 3.1 Vigor
 - 3.2 Dedication
 - 3.3 Absorption
4. What is the teachers' work performance as assessed by the two groups of respondents in terms of:
 - 4.1 Instructional
 - 4.2 Professional
 - 4.3 Personal
5. Is there a significant relationship on the level of teachers' commitment as assessed by the two groups of respondents and their profile variables?
6. Is there a significant relationship on the level of teachers' work engagement as assessed by the two groups of respondents and their profile variables?
7. Is there a significant relationship on teachers' work performance as assessed by the two groups of respondents and their profile variables?

8. To what extent does work engagement mediate the relationship between teachers' commitment and work performance?
9. What are the issues and concerns encountered by the respondents alongside their commitment, work engagement, and work performance?
10. What intervention plan can be proposed to address issues and concerns encountered by the respondents alongside their commitment, work engagement, and work performance?

METHODS AND PROCEDURES

Research Design

This study employed a descriptive quantitative research design to provide an evaluation of the level of commitment, work engagement, and work performance exhibited by teachers in the Alcala East District during the School Year 2025-2026. The research collected and analyzed numerical data in a systematic manner in order to uncover patterns, trends, and interactions among significant variables, so providing empirical evidence to aid decision-making.

A descriptive quantitative technique is ideal because it enables the collection of data in an orderly manner, performs statistical analysis, and provides measurable insights. An objective method is provided by this technique for evaluating the elements in relation to the demographic characteristics of the respondents. These characteristics include age, gender, civil status, plantilla position, greatest educational attainment, years of service, and involvement in relevant learning and development activities.

In addition, this study investigated the ways in which demographic profile, teacher's commitment, work engagement, and performance correlate with one another. In addition to this, it discussed the challenges and concerns that teachers faced, as well as the role that work engagement plays as a mediator in the connection between commitment and performance.

Respondents of the Study

In this study, there were 93 participants from various school positions in the Alcala East District's Hillside and Green Meadows clusters. The study sites—Hillside and Green Meadows—were specifically selected for their unique geographic and demographic characteristics, as well as their relevance to the research objectives. The researcher employed total enumeration sampling, including all members of the identified population at these sites as respondents.

The sample represented the following schools: Alcala East Central School, Angkiray Elementary School, Baculod Elementary School, Masin Elementary School, Agani Elementary School, San Esteban Elementary School, Dalaoig Elementary School, Pussian Elementary School, and Dalaoig-Catarauan Annex. It also included teachers and school administrators. This

selection ensured a comprehensive representation of the school community, capturing diverse viewpoints on teachers' commitment, job engagement, and work performance.

Respondents were chosen to emphasize those directly involved in school administration and instruction, guaranteeing a wide range of perspectives and experiences. While teachers provided in-depth insights into their dedication, engagement, and performance, school heads offered leadership perspectives on broader organizational dynamics and essential support functions. This combination of respondents provided a comprehensive picture of the educational environment in Alcala East District, enabling a detailed examination of how individual roles and profiles related to the study's variables. The table below shows the distribution of the respondents.

Table 1

Distribution of Respondents of the Study

School	School Head	Teachers
Hillside		
Alcala East Central School	1	16
Angkiray Elementary School	1	11
Baculod Elementary School	1	11
Masin Elementary School	1	7
Green Meadows		
Agani Elementary School	1	8
San Esteban Elementary School	1	7
Dalaoig Elementary School	1	8
Pussian Elementary School	1	8
Dalaoig - Catarauan Annex	1	8
Total	9	
Grand Total	93	

Data Gathering Tool

This study utilized a survey questionnaire as its primary data-gathering instrument to collect information on organizational commitment, work engagement, and work performance among teachers and school leaders in the Green Meadows and Hillside Cluster, Alcala East District. The questionnaire was based on standardized and widely used instruments in academic research, ensuring its reliability and validity. Specifically, organizational commitment was measured using the Organizational Commitment Questionnaire (OCQ) by Meyer and Allen (1991), work engagement was assessed using the Utrecht Work Engagement Scale (UWES), and work performance was measured using the developed validated instrument by Akhtar Ali and Syed Zubair Haider (2017).

The questionnaire was structured in alignment with the Statement of the Problem (SOP) and consisted of five main sections. The first section gathered demographic information such as

age, gender, civil status, plantilla position, highest educational attainment, and years of service. The second section assessed teachers' organizational commitment in terms of affective, continuance, and normative commitment based on Meyer and Allen's framework. The third section measured work engagement using the dimensions of vigor, dedication, and absorption as proposed by Schaufeli and Bakker (2003). The fourth section examined teachers' work performance in terms of instructional, professional, and personal qualities using the developed validated instrument utilized by Akhtar Ali and Syed Zubair Haider (2017) on their study, "Teachers' Job Performance: Analyzing the Role of Background Variables." Lastly are the issues and concerns encountered by the teachers alongside their commitment, work engagement, and work performance.

All items in the questionnaire were measured using a four-point Likert scale, where 4 corresponds to Strongly Agree, 3 to Agree, 2 to Disagree, and 1 to Strongly Disagree. This format ensured that responses were systematic, quantifiable, and suitable for statistical analysis. To ensure the clarity, relevance, and reliability of the instrument, it underwent a validation process involving educational experts, school administrators, and researchers. The validation included expert review, pilot testing, and reliability analysis prior to full implementation, particularly for the section addressing the issues and concerns of the respondents.

Data Gathering Procedure

The research followed a systematic process in gathering the data need for the study.

First, prior to data collection, the researcher sought institutional approval by submitting a formal letter to the University President through the Institutional Review Board (IRB) Chair. The letter was noted by the research adviser and conformed by the Dean of the Graduate School. An Ethics Clearance was then secured from the IRB office, verifying the study's adherence to ethical standards such as informed consent.

To uphold ethical standards, the study underwent a thorough review by the Institutional Review Board (IRB). The researcher submitted all required documents, including the research proposal, methodology, data gathering instruments, and informed consent forms, for evaluation. The IRB assessed the study in terms of ethical considerations such as confidentiality, voluntary participation, and data protection. Upon approval, ethical clearance was granted, along with the endorsement of the Dean, allowing the researcher to proceed with the data collection. Participants were informed about the purpose of the study, their rights, and the confidentiality of their responses, and informed consent was secured prior to participation.

Following ethical approval, coordination with school administrators and stakeholders was conducted to facilitate the smooth implementation of the data collection process. The researcher organized the logistics, including identifying respondents, determining the mode of survey administration, and setting the time frame. The questionnaires were then distributed either through an online platform using secure links or through printed copies with the assistance of school personnel. Clear instructions were provided to ensure accurate responses, and follow-up reminders were given to increase response rates.

After data collection, all responses were carefully gathered, securely stored, and prepared for analysis. Data cleaning was conducted to identify and correct incomplete or inconsistent responses, followed by coding and data entry for systematic analysis. Appropriate statistical methods, including descriptive and inferential statistics, were used to identify patterns, relationships, and trends related to teachers' commitment, work engagement, and work performance. In addition, selected respondents participated in in-depth interviews to further explore the issues and concerns affecting their work experiences.

Finally, the analyzed data were interpreted in relation to the research questions, and the findings were compiled into a comprehensive report. These results were shared with relevant stakeholders to support the development of interventions aimed at improving teacher engagement, commitment, and performance within the district.

Statistical Tools

The data gathered were tabulated, analyzed, and interpreted using the following tools:

Frequency count and percentage distribution were used to analyze the profile variables of the respondents (e.g., age, sex, civil status, plantilla position, highest educational attainment, years of service, and number of trainings attended).

Weighted mean was utilized to analyze the levels of teachers' organizational commitment (affective, continuance, normative), work engagement (vigor, dedication, absorption), and work performance (instructional, professional, personal). These were further interpreted using the 4-point Likert scale below:

Numerical Scale	Numerical Range	Descriptive Interpretation
4	3.50–4.00	Strongly Agree/Very High
3	2.50–3.49	Agree/High
2	1.50–2.49	Disagree/Low
1	1.00–1.49	Strongly Disagree/Very Low

Chi-square test of independence was used for to test significant relationships between teachers' profile variables and their commitment, work engagement, and work performance; this was followed by Cramer's V to measure association strength.

Mediation analysis was utilized to investigate the mediating role of work engagement, mediation analysis was used to determine whether work engagement serves as a mediator between teachers' commitment and work performance. In this analysis, variable a represents the effect of teachers' commitment on work engagement, variable b represents the effect of work engagement on work performance, and variable c represents the direct effect of teachers' commitment on work performance. The mediation effect was determined by examining whether the indirect effect ($a \times b$) is significant and whether the direct effect (c) decreases in magnitude when the mediator is included. The interpretation followed this range: full mediation occurs when the direct effect becomes non-significant, partial mediation occurs when the direct effect

remains significant but is reduced, and no mediation occurs when the indirect effect is not significant.

Lastly, frequency and rank were used for SOP 9 to identify the most common issues and concerns affecting teachers' commitment, engagement, and performance; open-ended responses were analyzed thematically for recurring themes. These results informed SOP 10, an intervention plan to enhance teachers' commitment, work engagement, and work performance in Alcala East District.

Summary of Findings

The following are the key findings of the study:

1. Profile of the Respondents
 - Most of teacher-respondents were 46 years old and above, female, and married. They were mainly Teacher I-III, held a master's degree, had 6-10 years of service, and attended 1-10 trainings.
2. Level of Teachers' Commitment
 - Teachers showed a very high level of commitment in terms of affective, continuance, and normative commitment
3. Level of Teachers' Work Engagement
 - Teachers had a high level of work engagement in vigor, dedication, and absorption.
4. Level of Teachers' Work Performance
 - Teachers' work performance was high in instructional, professional, and personal aspects.
5. Correlation Between Teachers' Commitment and their Profile Variables
 - There was a significant relationship between the teachers' commitment with age, civil status, and educational attainment regarding continuance and normative commitment,
6. Correlation Between Teachers' Work Engagement and their Profile Variables
 - There was a significant relationship between teachers' work engagement with civil status across vigor, dedication, and absorption and plantilla position as to dedication.
7. Correlation Between Teachers' Work Performance and Profile their Profile Variables
 - Work performance had no significant relationship with most profile variables, except for civil status, which was significant as to professional dimension,
8. Work Engagement as a Mediator Between Teachers' Commitment and Work Performance
 - Work engagement significantly influenced the relationship between commitment and performance.
9. Issues and Concerns Encountered by Teachers
 - Teachers reported issues such as limited resources, diverse learners, pupil behavior, heavy workload, and limited professional development, which affect their commitment, engagement, and performance.

Conclusion

Based on the findings of the study, the researcher therefore concludes that teachers in the Alcala East District demonstrated high levels of organizational commitment, work engagement, and work performance, and work engagement significantly strengthens the relationship between commitment and performance. This indicates that commitment alone is not sufficient, as teachers' level of engagement determines how effectively they translate commitment into actual performance.

These findings imply that schools need to continuously enhance teacher engagement through strong administrative support, manageable workload, and accessible professional development opportunities to sustain high performance and address existing challenges affecting teachers' work conditions.

Recommendations

Based on the findings and conclusion of the study, the following are humbly recommended:

1. Teachers may sustain their strong levels of commitment and engagement by continually participating in professional development activities and embracing innovative teaching practices.
2. School leaders may strengthen institutional support systems by addressing resource gaps, reducing administrative workload, and providing regular training on differentiated instruction, inclusive education, and classroom management.
3. The Department of Education may formulate policies that minimize non-teaching tasks, expand scholarship programs, and provide incentives for advanced studies and professional growth.
4. Policymakers and stakeholders may provide sufficient financial and material support for teaching resources and foster collaborations with LGUs, NGOs, and private institutions to address systemic challenges in education.
5. Future researchers may explore organizational, cultural, and motivational factors that may influence teachers' commitment, engagement, and performance, as well as conduct longitudinal studies to track changes over time.
6. The proposed RISE-UP Strategic Intervention Plan may be implemented to address key issues such as resource constraints, instructional challenges, student diversity, workload, and professional development.

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