

Work Motivation, Organizational Commitment, and Work Performance of Teachers at Bulan National High School: A Basis for an In-House Training Program

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Abstract— Teacher motivation and commitment are essential for effective teaching and learning. Recognizing a need for higher motivation and commitment levels among many teachers, this study aims to determine the work motivation, organizational commitment, and performance of senior high school teachers at Bulan National High School. The study aims to provide insights into these crucial aspects of the teaching profession. This study employed a descriptive design that involved 70 senior high school teachers from Bulan National High School. The study utilized frequency count, percentage analysis, ranking, and weighted mean to describe teachers' profiles, work motivation, organizational commitment, and performance. Findings indicate a primarily female, married, aged 44-51, with a significant pursuit of further education. The majority held the position of Teacher III, teaching for 5-9 years, demonstrating very high motivation, high organizational commitment, and outstanding performance. The recommendation is to implement the in-house training program titled "ELEVATE, ENGAGE, EXCEL – Enhancing Teacher Well-Being and Performance."

Keywords— Work Motivation, Organizational Commitment, Work Performance.

I. INTRODUCTION

Education is generally recognized and regarded as one of the most significant factors that can assist people in increasing their knowledge, capabilities, personalities, and overall level of competence. Hence, education is a necessary element for the development of economic and social conditions. It contributes to a reduction in poverty as well as inequality and unemployment. As a result, education is the foundation of any society that strives to progress. This, however, depends on the type and level of education that schools and teachers provide.

The quality of education is currently one of the primary concerns of parents, communities, and students, where teachers are undoubtedly one of the most significant people. They are the educational system's human resources for achieving its goals and objectives. They are expected to execute various essential functions in educating students who may lead the country to development and progress. Consequently, teacher performance is commonly recognized as a significant factor affecting education quality (Nabayra & Nabayra, 2021).

With the current economic situation, quality education is more essential than ever. Access to a quality education will increase students' understanding and knowledge of their studies. It will likewise increase their motivation to learn and study. Thus, enhancing their academic

achievement. According to Nabayra et al. (2021), teachers and the performance of graduates are the two most important factors that can be considered to improve the quality of education.

Effective teachers motivate students to engage with textual materials and impart practical skills for navigating life. Teachers possess the capacity to impact the lives of their students profoundly. The role of a teacher is fundamental to the development and cultivation of several professions. Similarly, teachers play a crucial role in providing the delivery of education of outstanding quality. According to Nyakundi (2012), teacher motivation is essential in fostering excellence in teaching and learning. Additionally, he asserts that teachers with high motivation levels are more inclined to inspire students to engage in educational reforms. Therefore, educational institutions' effectiveness depends on their teachers' quality, particularly their motivation and commitment.

One of the common problems encountered by today's educational environment pertains to motivating teachers to attain an appropriate level of performance within the organization. Numerous studies have explored the importance of motivation in facilitating significant performance improvements (Ulyanne et al., 2020). Moreover, Nyakundi (2012) asserts that teacher motivation is crucial in enhancing classroom

effectiveness and facilitating school improvement. He posits that high job dissatisfaction, stress, and burnout levels harm motivation and job performance. Furthermore, Zulueta (2011) stated that motivating employees is one of the most consistent issues each school leader has.

Teachers' motivation plays a crucial role in teaching and learning; however, it is evident that a significant number of teachers need higher levels of motivation. Teachers from different countries, educational institutions, and fields demonstrate a greater prevalence of emotional symptoms than individuals in other professions. According to Bahahudeen (2014), a prevalent assertion is that reduced teacher motivation is evident in the decline of professional conduct, encompassing both misconduct within and outside the workplace and poor professional performance. The prevalence of teacher absenteeism is alarmingly high and continues to increase, while the amount of time dedicated to instructional activities is decreasing.

Recent global trends suggest a decline in teacher motivation, resulting in a lack of teachers. Both high-income and low-income countries globally need help attracting and continuing the employment of qualified teachers, mainly attributed to poor motivation and reward frameworks (UNESCO IICBA, 2017). Accordingly, there is a prevalent concern among public school teachers in the Philippines regarding the substantial burden of their work responsibilities (Tomacruz 2018).

Additionally, the lack of adequate rewards and recognition for their efforts exacerbates this issue, resulting in decreased job satisfaction and low motivation among teachers in the Philippines (Akar, 2018). Moreover, according to Liwanag et al. (2022), this issue of teacher motivation is not unique to the Philippines but is a global concern that impacts high- and low-income countries. Motivating and retaining qualified teachers is essential for ensuring the quality of education and maximizing student achievement. Thus, improvement in teacher motivation benefits positively impacts student achievement and overall education quality (Ata, 2019).

The teaching profession has several considerations. Teachers often struggle to balance everything they must do at home and school. Moreover, Farinas (2022) noted that in the early stages of education, teachers are burdened by full teaching loads and administrative

work, particularly in public institutions leaving them more vulnerable to stress, anxiety, fatigue, or the feeling of being overworked and can even dull their passion for teaching. This issue causes employees' poor health and social interactions (Ahiauzu & Asawo, 2012), and the worst-case scenario is that they commit suicide (Meniano, 2018).

Klein and Park (2015) noted that commitment was a key factor in predicting turnover and other outcomes and a possible replacement for job satisfaction. Besides, Steiner and Woo (2021) surveyed in January and February 2021 to understand job-related stress among teachers. They found that, from an American perspective, teacher burnout and low pay have always been a problem with teacher turnover. As of 2022, under the "new normal," many professionals have quit their jobs and pursued other opportunities (Pratama et al., 2022).

Paragsa (2014) posited that teachers' commitment refers to the psychological identification of school aims and values and their willingness to become a part of an organization and exert more significant effort than personal gain. Additionally, she emphasized that the desire to stay will lead to a sense of loyalty toward the educational institution. Moreover, according to Pava (2015), organizational commitment is the employee's efforts to achieve the organization's goals. It encompasses motivation and self-motivation or empowerment (enabling individuals to motivate themselves).

Teachers should be profoundly committed to fulfilling their tasks and responsibilities. Pramudjono (2015) states that mutual commitment makes attaining school goals possible. An effective teacher is a significant indicator of successful performance and quality education. Performance in education puts a great demand on teaching commitment when teachers can fulfill the teaching professional responsibilities or achieve the education goals. Committed teachers are determinants of the quality of education and academic performance of students or schools (Adolphina & Evans Ogoti, 2018). On the other hand, Low-committed teachers do not see themselves growing with the organization, need a harmonious value-organization fit, and often feel stressed and uncertain about teaching in that school system (Pratama et al., 2022).

The performance of employees depends on various factors, including work motivation and organizational

commitment. Work motivation is critical to influencing an employee's productivity and efficiency. Therefore, strong, and effective motivation at all levels must be developed to satisfy employees and keep them devoted to their jobs. On the other hand, understanding what type of commitment and how it begins among Filipino teachers, is an attempt to ensure teachers are more willing, satisfied, and inspired to teach.

Thus, this study specifically aims to assess the level of work motivation among senior high school teachers at Bulan National High School within the framework of the RIASEC model developed by John Holland, which categorizes individuals into six personality types based on their preferences for specific activities: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Subsequently, it further describes teachers' organizational commitment level, which encompasses affective commitment (emotional attachment to the organization), continuance commitment (perceived cost of leaving the organization), and normative commitment (sense of obligation to remain with the organization).

Additionally, it describes the work performance of senior high school teachers at Bulan National High School based on the recent ratings of the Individual Performance Commitment Review Form (IPCRF). The study's findings may lead to the development of an in-house training program that will improve the work motivation, organizational commitment, and performance of senior high school teachers at Bulan National High School. Evaluating teachers' work motivation, organizational commitment, and work performance will help achieve quality education. Hence, policymakers and Department of Education officials may find the study's findings helpful in formulating and implementing effective reward recognition frameworks that recognize and appreciate teachers' hard work and dedication.

II. OBJECTIVES

This study determined the work motivation, organizational commitment levels, and work performance of senior high school teachers at Bulan National High School.

Specifically, it identified the profile of senior high school teachers at Bulan National High School; the level of senior high school teachers' work motivation using the RIASEC Model along: realistic, investigative, artistic, social, entertaining, conventional; the level of

teachers' organizational commitment in Bulan National High School in terms of: affective commitment; continuance commitment; normative commitment; the teachers' performance at Bulan National High School based on the Individual Performance Commitment and Review Form (IPCRF); and in-house training program could be crafted to improve teachers' work motivation, organizational commitment, and work performance.

III. METHODOLOGY

This study used a descriptive design in gathering the data for analysis and interpretation. The Bulan National High School in the Department of Education, Sorsogon Province, served as the locale for the investigation, allowing for a specific and contextually relevant exploration of the teachers' work motivation, organizational commitment levels, and work performance. In Bulan National High School eighty-five (85) permanent public school teachers were employed in the senior high school department. Employing the RaoSoft sample size calculator, a sample size of seventy (70) senior high school teachers was established for the school year 2022-2023. In determining the sample size for this study, the fishbowl technique was utilized to select the final participants. This sampling method ensures that every individual in the population has an equal and independent opportunity to be chosen and participate as a respondent in the research study. In this study, the survey questionnaire was the primary instrument for collecting essential data. The data-gathering process employed four (4) distinct instruments to gather the necessary information: (1) a demographic survey, (2) a teachers' work motivation survey, (3) a three-component model of organizational commitment survey, and (4) Individual Performance Commitment and Review Form (IPCRF). The first instrument was a demographic survey designed to collect basic background information from the participants. The second instrument used in the study was designed to assess the senior high school teachers' level of motivation at Bulan National High School. This instrument consisted of thirty-six (36) items that were adapted and modified from the OECD Teaching and Learning International Survey (TALIS) Teacher Questionnaire (OECD 2018). The third instrument used in the study was designed to assess the senior high school teachers' level of organizational commitment at Bulan National High School. The study's researcher utilized an adapted survey questionnaire from the study of Bading (2022). This three-component model had 24 items that measured organizational commitment in three different components: affective commitment,

continuance commitment, and normative commitment. Individual Performance Commitment and Review Form (IPCRF) was utilized to address the needed data. This is a standardized instrument used by the Department of Education (DepEd) to assess teachers' performance (DepEd Order No. 2, S. 2015); it also shows what the teacher has done for the school year.

IV. RESULTS AND DISCUSSION

The following deals with the presentation, analysis, and interpretation of the data taken from questionnaires distributed to and duly accomplished by the respondents.

1. Demographic Profile of Senior High School Teachers of Bulan National High School

Table 1.1 shows the sex profile of the respondents. Most respondents are female, constituting 65.7% of the sample, while males represent 34.3%. The cumulative percent indicates that 34.3% of respondents are male, and 100.0% are accounted for when both male and female respondents are considered. The sex profile of the respondents indicates a precise gender distribution within the sample. The higher percentage of female respondents (65.7%) suggests that females are more predominant among Bulan National High School senior high school teachers than males. This finding may have implications for understanding the gender demographics within the teaching staff. It could be considered in broader discussions on gender representation in teaching.

Sex	Frequency	Percentage (%)
Male	24	34.3
Female	46	65.7
Total	70	100.0

The sex distribution among senior high school teachers at Bulan National High School, as evidenced by this study, reflects findings from a study conducted by Burgos and Meer (2021) on elementary teachers in the IBA District, Division of Zambales, Philippines.

In both studies, a higher percentage of female teachers prevailed, constituting 65.7% in the current study and 86.70% in the Burgos and Meer study. Conversely, male teachers represented 34.3% and 13.30%, respectively. Addressing these gender-related aspects can contribute to developing targeted strategies and policies to promote diversity and equity in the educational landscape.

Age	Frequency	Percentage (%)
20-27 years old	1	1.4
28-35 years old	19	27.1
36-43 years old	17	24.3
44-51 years old	31	44.3
52-59 years old	2	2.9
Total	70	100.0

The age profile of the respondents is depicted in Table 1.2. The respondents are distributed across five age ranges, with the majority falling in the 28-35 years old and 44-51 years old categories. The age profile of the respondents reveals a diverse distribution across different age groups. The largest age bracket is 44-51, constituting 44.3% of the sample. This distribution suggests a mix of experienced educators and those in the mid-career stage. The cumulative percentage highlights that most respondents, up to 97.1%, are aged 51 or below. This demographic composition has implications for understanding the generational diversity among Bulan National High School teachers. It may influence teaching styles, preferences, and responses to training initiatives. Further investigation of these age-related demographics can contribute valuable insights to inform targeted interventions and support mechanisms for the teaching staff.

The current study's findings on the age profile of senior high school teachers at Bulan National High School are aligned but differ in certain aspects from the research conducted by Hermogeno and Dulos (2022) on elementary school teachers in the City Division of San Carlos, Philippines. Like the present study, Hermogeno and Dulos identified a substantial proportion of teachers in the 40-49 age range, constituting 40.3% of their sample. However, the notable differences lie in the distribution among other age groups. In the current study, senior high school teachers exhibit a more varied age distribution, with the highest percentage in the 44-51-year-old category (44.3%). This suggests a potential shift in age demographics between elementary and senior high school teachers. Understanding these distinctions is vital for crafting targeted interventions and professional development programs that acknowledge teachers' unique characteristics and needs within different educational levels. Furthermore, these findings emphasize the importance of considering regional and contextual factors that may contribute to variations in age demographics among teachers.

Table 1.3 Civil Status Profile of the Respondents

Civil Status	Frequency	Percentage (%)
Single	18	25.7
Married	50	71.4
Widowed	2	2.9
Total	70	100.0

Table 1.3 presents the civil status profile of the respondents. Most respondents are married, comprising 71.4% of the sample. Single respondents constitute 25.7%, while widowed respondents make up 2.9%. The cumulative percentage indicates that 97.1% of respondents are single or married, with the remaining 2.9% being widowed.

The civil status profile of senior high school teachers at Bulan National High School reflects a predominantly married teaching staff, with 71.4% of respondents in this category. Single teachers constitute a significant portion at 25.7%, while the widowed category represents a smaller proportion at 2.9%. The high percentage of married teachers may have implications for understanding educators' unique challenges and responsibilities in balancing professional and personal lives. This information can inform the development of support programs and policies that cater to the diverse needs of teachers based on their civil status.

The findings of Abarro (2018) and the civil status profile of senior high school teachers at Bulan National High School revealed a contrasting trend. While Abarro found that 51.3% of teachers were single and 48.7% were married, the current study at

Bulan National High School indicates a higher percentage of married teachers (71.4%) and a smaller proportion of single teachers (25.7%). This finding suggests potential variations in the civil status distribution among teachers in different regions or educational divisions within the Philippines. Understanding these differences is crucial for tailoring interventions and support mechanisms that consider teachers' unique needs and circumstances based on their civil status.

Table 1.4 Educational Attainment Profile of the Respondents

Educational Attainment	Frequency	Percentage (%)
Baccalaureate Degree	16	22.9
With M.A. units	39	55.7
Full-fledged M.A.	11	15.7

With units in the Doctoral Program	3	4.3
Full-fledged Ed. D/Ph.D.	1	1.4
Total	70	100.0

Table 1.4 displays the respondents' educational attainment profile. The educational attainment profile of senior high school teachers at Bulan National High School reflects diverse academic achievements. Most teachers have completed their baccalaureate degree, while a significant portion has pursued further education with M.A. units (55.7%) and full-fledged M.A. (15.7%). Additionally, a notable percentage has progressed in doctoral programs, earning units (4.3%), or completing a full-fledged Ed. D/Ph.D. (1.4%). The high cumulative percentage (98.6%) of respondents with advanced degrees or doctoral program involvement highlights the commitment to professional development among the teaching staff. This diverse educational background may contribute to a rich and varied perspective within the school community, potentially influencing teaching methodologies, collaboration, and overall academic culture.

The educational attainment profile of senior high school teachers at Bulan National High School and the study conducted by Kaditong et al. (2018) on teachers in DepEd Region XII underscored the commitment to professional development among educators. In the current study, a diverse range of educational attainment is observed, with a significant percentage having earned M.A. units (55.7%) and full-fledged M.A. (15.7%). Similarly, Kaditong et al. found that many teachers in DepEd Region XII had completed their college degrees and further pursued master's units.

While both studies highlight the pursuit of higher education among teachers, the current study at Bulan National High School reveals a more varied distribution, including participation in doctoral programs. This diversity in educational backgrounds can contribute to a dynamic and enriched educational environment, potentially impacting teaching performance and overall school effectiveness.

Table 1.5 Title Position Profile of the Respondents

Title Position	Frequency	Percentage (%)
Teacher I	21	30.0
Teacher II	19	27.1
Teacher III	24	34.3

Master Teacher I	3	4.3
Master Teacher II	3	4.3
Total	70	100.0

Table 1.5 shows the title position profile of the respondents. The title position profile of senior high school teachers at Bulan National High School reveals diverse roles within the teaching staff. Teacher III is the most prevalent position, representing a significant portion of the sample (34.3%). Teachers I and II also have substantial frequencies, contributing around 30.0%. Master Teacher I and Master Teacher II, while less common, still constitute 4.3% each. Understanding the distribution of title positions is crucial for recognizing the hierarchical structure within the teaching staff. It can inform decisions about leadership, mentorship, and professional development opportunities tailored to specific career stages.

In the title position profile of senior high school teachers at Bulan National High School, there are notable similarities and differences with the study conducted by Sarabia and Collantes (2020) on elementary and secondary public teachers in Angeles City, Philippines.

Table 1.6 Number of Years in Teaching Profile of the Respondents

Number of Years in Teaching	Frequency	Percentage (%)
Below 5 years	5	7.1
5-9 years	30	42.9
10-14 years	23	32.9
15-19 years	11	15.7
20-24 years	1	1.4
Total	70	100.0

The number of years in the teaching profile of senior high school teachers at Bulan National High School demonstrates diverse teaching experience, as shown in Table 1.6. The largest group has been teaching for 5-9 years (42.9%), indicating a significant proportion in the mid-career stage.

The next substantial group comprises teachers with 10-14 years of experience (32.9%), suggesting a mix of mid-career and more seasoned educators. Below 5 years and 15-19 years, categories contribute 7.1% and 15.7%, respectively. Only one respondent (1.4%) has 20-24 years of teaching experience. The cumulative percentage emphasizes that most (98.6%) respondents have 15 years of teaching experience or less.

In both studies, Teacher I emerges as the most prevalent title position, with 30.0% in the current study and 54.76% in Sarabia and Collantes. The Teacher III position is also significant in both studies, representing 34.3% in the current study and 16.67% in Sarabia and Collantes. However, the distribution of Master Teacher positions differs, with 8.6% (4.3% each for Master Teacher I and Master Teacher II) in the current study compared to 16.67% in Sarabia and Collantes.

The differences may be attributed to regional or institutional variations in the distribution of teaching positions. Nevertheless, the commonality of Teacher I being the most prevalent position aligns with Sarabia and Collantes' finding that most of their teacher respondents occupied the Teacher I position, emphasizing the dominance of entry-level teaching positions.

This consistency across studies emphasizes the importance of understanding the distribution of title positions in shaping strategies for professional development, career advancement, and support mechanisms tailored to the needs of teachers at different stages in their careers.

The presence of teachers with various levels of experience underscores the importance of recognizing and addressing the unique necessities, challenges, and prospects associated with different career stages in the teaching profession. This understanding can inform professional development initiatives and mentorship programs tailored to the diverse experiences of the teaching staff.

2. Work Motivation of Senior High School Teachers of Bulan National High School through the RIASEC Model

The study employed the RIASEC Model, which encompasses six major personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

Table 2.1 Level of Senior High Teachers' Work Motivation along Realistic

No.	Statements	Mean Score	Interpretation
1	I enjoy teaching using... Gamification (e.g., application of game -design elements and game principles in teaching).	4.13	High
2	ICT in class (e.g., internet and software tools for pedagogical purposes).	4.19	High
3	Videos to analyze teaching (e.g., one 's teaching recorded on video, other teachers ' teaching recorded on video).	4.20	High
4	Media and various resources for teaching (e.g., videos, visuals, or objects and materials from everyday life).	4.17	High
5	Differentiated instruction (e.g., individual assistance, internal differentiation, personalized instruction).	4.50	Very High
6	Pedagogical diagnostic methods (e.g., identifying causes of success or gaps in student learning via test results, homework, lesson activities, etc.).	4.49	Very High
7	Various forms of interactive activities for involving and engaging students in classroom discussions.	4.26	Very High
Average Mean Score		4.28	Very High

Table 2.1 indicates a remarkably very high level of work motivation among senior high school teachers at Bulan National High School when utilizing realistic teaching approaches based on the RIASEC Model. The mean scores for specific statements reflect the teachers' enthusiasm and positive engagement in various pedagogical methods. Notably, the teachers demonstrate a high level of motivation in employing gamification (4.13), utilizing ICT in the classroom (4.19), analyzing teaching through videos (4.20), and incorporating media and various teaching resources (4.17). Moreover, the teachers express a very high level of motivation in implementing differentiated instruction (4.50), employing pedagogical diagnostic methods (4.49), and facilitating various forms of interactive activities (4.26).

The average mean score of 4.28 strengthens the overall assessment, indicating a substantial level of motivation for realistic teaching strategies. This suggests that Bulan National High School's teaching personnel are open to and actively enjoy integrating innovative and diverse approaches into their teaching practices. These findings are crucial for educational administrators and policymakers, providing insights into the preferences

and motivational factors that drive effective teaching practices.

The findings of the current study on the high level of work motivation among senior high school teachers at Bulan National High School, particularly along the Realistic domain aligned with the results of the study conducted by Rodriguez and Cudiamat (2021) in Tuy District, Batangas, Philippines. Both studies highlight the pervasive motivation among teachers, emphasizing various dimensions that contribute to their overall professional satisfaction and performance.

Rodriguez and Cudiamat (2021) revealed consistently high motivation among teachers. Recognizing and understanding teachers' motivation levels is crucial for educational policymakers and administrators, offering valuable insights into teacher performance and job satisfaction drivers. These findings contribute to a more comprehensive understanding of teacher motivation in the Philippines. They can guide the development of comprehensive strategies to enhance teaching effectiveness and overall well-being among educators.

Table 2.2 Level of Senior High Teachers' Work Motivation along Investigative

No.	Statements	Mean Score	Interpretation
1	As a teacher, I... Identify and intervene when students display emotional problems (e.g., stress, anxiety, traumatic events, family dysfunction, victimization).	4.63	Very High
2	Identify and intervene when students display behavioral problems (e.g., aggression, hyperactivity, misconduct).	4.30	Very High
3	Engage in meaningful activities that promote goodness in my students and colleagues.	4.74	Very High
4	Engage in discussion about the learning development of specific students.	4.31	Very High
5	Participate in educational conferences or seminars where teachers and/or researchers present their research results and discuss educational problems.	3.60	High Level
6	Engage in informal dialogue with my colleagues on how to improve my teaching.	4.21	Very High
7	Teach cross-curricular skills (e.g., creativity, critical thinking, problem-solving)	4.24	Very High
Average Mean Score		4.29	Very High

Table 2.2 outlines senior high teachers' work motivation along the investigative domain based on mean scores for various statements. The results reveal a very high level of motivation (4.29) across all investigated aspects, emphasizing teachers' dedication to understanding and addressing emotional and behavioral issues in students. Particularly noteworthy is the very high level of motivation to engage in meaningful activities that promote goodness in students and colleagues (4.74). Additionally, teachers express a very high level of motivation to identify and intervene in emotional (4.63) and behavioral (4.30) problems, engage in discussions about students' learning development (4.31), engage in informal dialogue for teaching improvement (4.21), and teach cross-curricular skills (4.24). Thus, teachers express a high level of motivation to participate in conferences or seminars (3.60)

This collective high motivation in the investigative domain underscores teachers' motivation to promote a positive and supportive learning environment, address students' emotional and behavioral well-being, and actively participate in professional development opportunities. Moreover, the current study's findings align with those drawn by Comighud et al. (2020), emphasizing the importance of attending to teachers' growth needs as motivating factors for enhancing

performance. Both studies underscore the significance of addressing teachers' professional development, career advancements, research engagements, and training activities to foster motivation and improve overall performance.

Comighud et al. (2020) suggested that acknowledging and fulfilling teachers' growth needs strengthens motivation. Similarly, in the current study, the high mean scores in the investigative domain, such as engaging in meaningful activities to promote goodness, participating in educational conferences or seminars, and engaging in informal dialogue for teaching improvement, reflect a strong motivation among senior high school teachers at Bulan National High School in areas associated with professional growth and development.

Both studies underline recognizing and supporting teachers' growth, advancement, and continuous learning aspirations. The shared emphasis on career advancements, research, and training as motivational factors suggests drivers for teacher motivation, informing tailored professional development programs and creating supportive environments for enhanced performance.

Table 2.3 Level of Senior High Teachers' Work Motivation along Artistic

No.	Statements	Mean Score	Interpretation
	As a teacher, I support...		
1	Activities or organizations that encourage students' expression of diverse ethnic and cultural identities (e.g., artistic groups)	4.61	Very High
2	Student participation in creative activities like art, drama, crafts, dance, music, or creative writing.	4.66	Very High
3	Extra-curricular activities with students (e.g., school plays and performances, sporting activities).	4.73	Very High
Average Mean Score		4.67	Very High

Table 2.3 displays senior high teachers' work motivation along the artistic domain based on mean scores for various statements. The results reveal a very high level of motivation (4.67) across all aspects, emphasizing teachers' support for activities that encourage students' expression of diverse ethnic and cultural identities (4.61), student participation in creative activities (4.66), and engagement in extra-curricular activities with students (4.73).

This high motivation in the artistic domain signifies teachers' dedication to promoting a creative and inclusive learning environment. The findings suggest a very high level of motivation among senior high school teachers at Bulan National High School to promote artistic expression, cultural diversity, and creative engagement among students. This insight is valuable for educational administrators, indicating the importance of incorporating artistic and creative elements into the curriculum and extracurricular activities to enhance teacher motivation and enrich the overall educational experience for students.

The current study's findings are aligned with Geronimo and Campoamor-Olegario's (2020) exploration of Philippine public school teachers' motivation, workload perception, stress appraisal, and coping strategies. In both studies, the recognition of varying motives among teachers reflects the nature of their motivation, encompassing both self-determined and non-self-determined forms of behavior.

Notably, Geronimo and Campoamor-Olegario (2020) stated that the identification of motivation as a significant predictor aligns with the current study's emphasis on specific domains of work motivation (realistic, investigative, artistic). Together, these studies contribute valuable insights into the various aspects of teacher motivation in the Philippine context. The shared recognition of motivation as a significant factor emphasizes creating environments that promote motivation, ultimately enhancing overall teacher well-being and performance. These findings offer a basis for educational policymakers and administrators to develop targeted strategies to address specific motivational factors influencing teachers in the Philippines.

Table 2.4 Level of Senior High Teachers' Work Motivation along Social

No.	Statements	Mean Score	Interpretation
	As a teacher...		
1	I am willing to serve school stakeholders and the school.	4.59	Very High
2	I am interested in participating in improving school-related services and programs.	4.57	Very High
3	I believe that every student should be given equal opportunities.	4.87	Very High
4	I will teach for the best interest of the whole school and future generations.	4.77	Very High
5	My teaching contribution is more important than my achievement.	4.54	Very High
6	School responsibilities are my priorities rather than my interests.	4.40	Very High
Average Mean Score		4.62	Very High

Table 2.4 depicts senior high teachers' work motivation along the social domain based on mean scores for various statements. The results reveal a very high level of motivation (4.62), with teachers expressing a strong willingness to serve school stakeholders and the institution (4.59), participate in improving school-related services (4.57), believe in equal opportunities for every student (4.87), teach for the best interest of the whole school and future generations (4.77), prioritize teaching contribution over personal achievement (4.54), and consider school responsibilities as priorities over personal interests (4.40).

This high motivation along the social domain highlights the teachers' dedication to the broader educational community, emphasizing a shared dedication to serving students, promoting equal opportunities, and contributing to the school's well-being and future success. These findings provide valuable insights for educational administrators, highlighting the significance of recognizing and supporting teachers' social motivations to create a collaborative, student-centered educational environment.

The current study's findings are aligned with Sala's (2023) study, emphasizing the intrinsic motivation of high school teachers. Both studies recognize that most teachers are motivated, showcasing a positive inclination toward their profession. Sala's observation of minimal extrinsic motivation suggests that management

efforts targeted at intrinsic motivators can effectively engage teachers.

Moreover, Sala highlighted the importance of diligent planning, clear objectives, and guided procedures to enhance teachers' performance. This resonates with the current study's focus on specific domains of work motivation and the potential impact on overall teacher performance. The emphasis on guiding students to desired results reflects a shared dedication to achieving educational goals and fostering academic development.

These studies contribute to the literature by stressing the significance of motivation and effective management strategies in promoting teacher engagement and performance. The findings collectively inform educational administrators about the factors influencing teacher motivation and performance, providing valuable insights for developing targeted interventions and support mechanisms.

Table 2.5 shows the level of senior high teachers' work motivation along the enterprising domain, indicating mean scores for various statements. The results showcase a very high level of motivation (4.43) among teachers. Specifically, teachers exhibit a very high level of motivation in making teaching engaging (4.23), fostering relationships with students (4.56), establishing clear classroom rules (4.61) and consequences (4.60), and promoting student progress (4.37) and achievement (4.20). Additionally, teachers express a high level of motivation in assigning diverse tasks (4.19).

Table 2.5 Level of Senior High Teachers' Work Motivation along Enterprising

No.	Statements As a teacher...	Mean Score	Interpretation
1	I enjoy expending considerable effort to make teaching engaging.	4.23	Very High
2	I would feel that I had a successful day in school if I saw that I was developing closer and better relationships with students in my classes.	4.56	Very High
3	I make explicit the rules for classroom behavior.	4.61	Very High
4	I make explicit what will happen when the rules for classroom behavior are broken.	4.60	Very High
5	I make explicit what students are allowed to do and what they are not allowed to do in a lesson.	4.67	Very High
6	I assign individual students different tasks.	4.19	High
7	I can get any of my students to make excellent progress throughout the school year.	4.37	Very High
8	I can prevent any of my students from having very low achievement.	4.20	High
Average Mean Score		4.43	Very High

This high motivation in the enterprising domain reflects teachers' dedication to creating an interactive and practical learning environment. The emphasis on explicit rules and expectations associated with the ability to facilitate student progress suggests a proactive teaching approach that aims for engagement and academic success. These findings provide valuable insights for educational administrators, highlighting the significance of fostering enterprising motivations to improve the prevailing quality of teaching and learning.

The current study's findings are aligned with Comighud and Arevalo's (2020) study, which assessed the teachers' motivation about their performance. In both studies, teachers' perception of motivation, particularly relatedness, reflects a very high level. This suggests a commonality in recognizing the positive impact of social factors on teachers' morale and motivation. The emphasis on engaging in teaching, fostering relationships with students, and establishing clear classroom rules and consequences aligns with the importance of independence, mastery, and purpose in fostering motivation among educators.

Both studies underscore the importance of a conducive working environment in shaping teachers' motivation

and making teaching engaging. This consistent pattern across studies emphasizes the various nature of teacher motivation, indicating that a holistic approach encompassing classroom behavior factors is crucial for sustaining high levels of motivation and performance among educators. Teachers exhibiting a very high level of motivation in these areas indicate a proactive and purpose-driven approach to teaching, consistent with the idea that educators are more motivated when they find meaning and independence in their work

Table 2.6 illustrates the level of work motivation of senior high school teachers within the conventional domain. The findings reveal a very high level of motivation across various statements (4.44). Teachers express a strong enjoyment and motivation to conventional teaching tasks such as planning lessons (4.37), managing classroom time effectively (4.64), preparing diverse forms of performance assessment (4.44), marking student work (4.24), and maintaining school-based and classroom-based results (4.49). This high level of motivation in conventional aspects suggests a dedicated and thorough approach to structured teaching responsibilities. These findings contribute valuable insights into understanding the various nature of teacher motivation in different domains, including the conventional aspects of teaching.

Table 2.6 Level of Senior High Teachers' Work Motivation along Conventional

No.	Statements As a teacher...	Mean Score	Interpretation
1	I enjoy planning and structuring my lesson design.	4.37	Very High
2	I set time management in the classroom (e.g., optimizing instructional time, prioritizing, and adapting the plan during the lesson)	4.64	Very High
3	I enjoy preparing forms of performance assessment (e.g., paper-and-pencil, computer-based tests, oral tests, multiple-choice, open-answer, etc.)	4.44	Very High
4	I enjoy marking/ correcting student work.	4.24	Very High
5	I keep school-based and classroom-based results (e.g., performance results, project results, test scores).	4.49	Very High
Average Mean Score		4.44	Very High

The current study's findings are aligned with the perspectives presented by Hung (2020), emphasizing the key role of teacher motivation in education. Hung's study, which focused on English teachers at the Center for Foreign Languages, Can Tho University, recognized that motivated teachers are important to the success and quality of an educational institution. The emphasis on teachers as crucial factors for institutional success resonates with the present study's investigation of work

motivation among senior high school teachers at Bulan National High School.

Furthermore, the positive relationship observed in Hung's study between teachers' level of motivation and the perception of quality education aligns with the current study's focus on determining the relationship between teachers' work motivation, organizational commitment, and performance. Both studies contribute

to the wider literature on the interconnectedness of teacher motivation and educational outcomes,

emphasizing the need for attention and recognition of teachers as key drivers of quality education.

Table 2.7 Summary Table of the Level of Senior High Teachers' Work Motivation

RIASEC Model of Work Motivation	Mean Score	Rank
Realistic	4.28	6
Investigative	4.29	5
Artistic	4.67	1
Social	4.62	2
Enterprising	4.43	4
Conventional	4.44	3
Average Mean Score	4.46	

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

Table 2.7 summarizes the level of work motivation among senior high school teachers at Bulan National High School, as assessed through the RIASEC Model. Teachers express a very high level of motivation in the artistic domain (rank 1). This suggests a strong motivation to promote creativity, encourage diverse cultural expressions, and promote artistic activities among students. The very high motivation in the social domain (rank 2) indicates a deep motivation for social responsibility, equality, and the collective well-being of the school community. Teachers emphasize a holistic approach to teaching, showing concern for the broader impact on students and the institution.

The very high motivation in the conventional domain (rank 3) reflects dedication to structured aspects of teaching. Teachers exhibit thorough planning, effective time management, thorough assessment preparation, and systematic tracking of student results, contributing to a well-organized educational environment. The enterprising domain shows a very high level of motivation (rank 4), highlighting a focus on student progress, explicit communication of expectations, efforts to prevent academic challenges, and a commitment to building positive relationships beyond traditional instructional methods.

The investigative domain indicates a very high motivation level (rank 5), reflecting a dedication to cross-curricular skill development, ethical values, active participation in educational development, and addressing emotional and behavioral aspects of student well-being. Teachers adopt an investigative approach to teaching, emphasizing continuous professional growth.

The realistic domain shows a very high motivation level (rank 6), indicating a practical approach to teaching. Teachers are dedicated to differentiated instruction, data-driven assessment, interactive teaching methods, video-based reflection, ICT integration, and diverse media resources to enhance student engagement and understanding.

The rankings suggest that Bulan National High School teachers are motivated, emphasizing structured teaching practices and innovative, holistic, and socially responsible educational approaches. The rankings provide valuable insights for educational administrators to understand and support teacher motivation in various dimensions.

3. Organizational Commitment of Senior High School Teachers of Bulan National High School

The organizational commitment of senior high school teachers at Bulan National High School was assessed in terms of affective commitment, as illustrated in Table 3.1. The average mean scores and interpretations reveal a high level of affective commitment among the teachers (4.06). Specifically, teachers reported a very high level of being affected by the school's morale (4.36) and expressions of pride (4.26). Additionally, feeling like an essential part of the institution (4.11), reported being influenced by the school's wins (4.09), enjoying talking about the school with people outside of it (3.96), getting critical when other people speak negatively about the school (3.99), attached to the school (3.91), and feeling a strong sense of belongingness to the school (3.83), was rated at a high level.

Table 3.1 Level of Senior High Teachers' Organizational Commitment in terms of Affective Commitment

No.	Statements	Mean Score	Interpretation
1	I am affected by our school's morale.	4.36	Very High
2	I am influenced by our school's wins.	4.09	High
3	I am proud of my school.	4.26	Very High
4	I feel like an essential part of the school.	4.11	High
5	I enjoy talking about my school with people outside of it.	3.96	High
6	I am attached to our school.	3.91	High
7	I get critical when other people speak negatively about our school	3.99	High
8	I feel a strong sense of belongingness with our school.	3.83	High
Average Mean Score		4.06	High

Nevertheless, the overall average mean score for affective commitment was 4.06, indicating a high level of emotional attachment and positive affective bond between the teachers and Bulan National High School. The findings suggest a strong sense of pride, belongingness, and emotional connection, reflecting a strong affective commitment among the teaching staff.

The current study on the organizational commitment of senior high school teachers at Bulan National High School, mainly focusing on affective commitment, can be related to the findings of the studies conducted by Tadesse (2019) and Rivera (2020). In Tadesse's (2019) study in Addis Ababa, Ethiopia, public secondary teachers reported a relatively low level of affective commitment. This finding suggests that teachers in that context might have experienced challenges or factors contributing to a lower emotional attachment to their organizations. On the other hand, the study by Rivera

(2020) in Northern Mindanao, Philippines, showed the average mean for affective commitment with an interpretation of being highly committed. This implies that university employees in that context had a stronger emotional connection and positive feelings toward their institutions. Relating these findings to the current study at Bulan National High School, where the average mean for affective commitment was 4.06, indicates a high level of emotional attachment and positive affective bond among the senior high school teachers. According to the study, the Bulan National High School teachers express a strong sense of pride, belongingness, and emotional connection to the school. The level of senior high teachers' organizational commitment in terms of continuance commitment at Bulan National High School is presented in Table 3.2. The mean scores and their interpretations indicate a high level of continuance commitment among the teachers, with an overall average mean score of 3.59.

Table 3.2 Level of Senior High Teachers' Organizational Commitment in terms of Continuance Commitment

No.	Statements	Mean Score	Interpretation
1	It would be tough to quit our school even if I wanted to.	3.79	High
2	Staying in the university is more of a necessity than a desire.	3.69	High
3	The opportunities given by the school are worth waiting for.	3.56	High
4	The negative consequences of leaving are higher, so I stay.	3.59	High
5	There are consequences if I leave the school suddenly.	3.69	High
6	I feel my career will be disrupted if I quit teaching in our school.	3.61	High
7	The administrative support of the school prevents me from leaving.	3.43	High
8	The financial incentives of the school prevent me from going.	3.41	High
Average Mean Score		3.59	High

Specifically, teachers expressed a high level of agreement with statements reflecting the perceived difficulties and consequences of quitting school. Items such as "It would be tough to quit our school even if I wanted to" (3.79) and "Staying in the university is more of a necessity than a desire" (3.69) received exceptionally high mean scores. These responses suggest that teachers feel a sense of obligation or necessity to stay at the school, driven by factors such as perceived difficulties in quitting and the belief that leaving would disrupt their career.

Other aspects contributing to continuance commitment include the perceived worth of opportunities provided by the school (3.56) and the belief that negative consequences, career-wise and administratively, would occur if they were to leave suddenly (3.59 and 3.69, respectively). Additionally, quitting, administrative support, and the school's financial incentives are seen as factors that prevent teachers from leaving, with mean scores of 3.61, 3.43, and 3.41, respectively.

The overall high mean score for continuance commitment suggests that Bulan National High School teachers may feel certain costs or obligations associated with leaving the school, contributing to their commitment to remain. These findings provide insights into the aspects influencing teachers' decisions to stay and contribute to the ongoing discourse on organizational commitment among teachers.

The current study's findings on continuance commitment among senior high school teachers at Bulan National High School align with Bongalonta's study (2022) at Sorsogon State College Bulan Campus. In both studies, employees demonstrated a moderate to high continuance commitment. Specifically, the Bulan National High School teachers reported a high level of continuance commitment with an average mean score of 3.59, suggesting that they sense certain costs or obligations associated with leaving the school. Similarly, the employees at Sorsogon State College Bulan Campus showed a moderate level of continuance commitment with an average mean score of 3.31. Understanding the continuance commitment of teachers is crucial for education administrators and policymakers to develop strategies that enhance employee retention and satisfaction.

By recognizing the aspects influencing continuance commitment, institutions can tailor interventions to address specific concerns and promote a positive organizational culture. These findings contribute to the understanding of organizational commitment in educational institutions in the Philippines, emphasizing the significance of continuance commitment among teachers. The similarity in results emphasizes the need to study further the aspects contributing to continuance commitment in different educational settings and its implications for employee retention.

Table 3.3 Level of Senior High Teachers' Organizational Commitment in terms of Normative Commitment

No.	Statements	Mean Score	Interpretation
1	In the future, I see myself contributing to our school and its students.	4.14	High
2	My coworkers ought to support the university even more.	3.83	High
3	Leaving may seem disloyal to me.	3.33	Moderate
4	I feel obligated to participate in school events since I have friends there.	3.34	Moderate
5	There is value in remaining loyal to the school.	3.86	High
6	Staying dedicated to the school is sensible in this condition.	3.80	High
7	My students highly influence me to wait.	3.54	High
8	I am highly influenced by our administrator to stay.	3.40	Moderate
Average Mean Score		3.66	High

Table 3.3 presents the level of senior high teachers' organizational commitment in normative commitment, as assessed through various statements. The mean scores and interpretations indicate a high level of normative commitment among the teachers, with an average mean score of 3.66.

The findings suggest that teachers anticipate themselves contributing to the school and its students in the future (4.14) and recognize the value of remaining loyal to the school (3.86). Additionally, teachers feel a moderate sense of disloyalty when leaving (3.33) and obligation to participate in school events due to friendships (3.34). There is also a high commitment to staying dedicated to the school, which is considered sensible in their current condition (3.80). The influence of students (3.54) and coworkers (3.83) on teachers' commitment is high, while the influence of administrators is moderate (3.40). These results suggest that a strong moral obligation, social bonds, and a sense of school loyalty characterize the teachers' normative commitment.

The current study's findings on organizational commitment among senior high school teachers at Bulan National High School align with the study conducted by Bading (2022) in Sanchez Mira, Cagayan, Philippines.

Both studies indicate a high level of normative commitment among teachers. In the current study, teachers express a strong commitment to contributing to the school and its students in the future, recognizing the value of remaining loyal to the school and feeling a sense of obligation and dedication. The average mean score of 3.66 reflects a high level of normative commitment. Similarly, Bading (2022) found a high average mean score of 4.11 in normative commitment among teachers in Sanchez Mira. These consistent findings across different settings suggest a widespread commitment and moral obligation among teachers in the Philippines, emphasizing the importance of normative commitment as a significant aspect of teachers' organizational commitment.

Table 3.4 Summary Table of the Level of Senior High Teachers' Organizational Commitment

Organizational Commitment	Mean Score	Rank
Affective Commitment	4.06	1
Continuance Commitment	3.59	3
Normative Commitment	3.66	2
Average Mean Score	3.77	

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

Table 3.4 summarizes organizational commitment levels among senior high school teachers at Bulan National High School in terms of affective commitment, continuous commitment, and normative commitment. The highest mean score is observed in affective commitment (4.06), signifying that Bulan National High School teachers exhibit a high level of emotional attachment and positive affective bonds with the school. They are deeply affected by the school's morale, express pride, and feel like essential parts of the institution. Normative commitment follows closely with a high level (3.66), indicating that teachers show commitment based on a sense of duty, loyalty, and obligation to the school and its students. They envision contributing to the school's future, feeling influenced by colleagues, and value remaining loyal to the institution.

The lowest mean score is observed in continuance commitment (3.59). Teachers demonstrate a high level of commitment influenced by factors such as perceived necessity, waiting for opportunities, potential career disruption if they leave, and the negative consequences of leaving. The overall average score for organizational commitment is 3.77, suggesting a high level of commitment among the senior high school teachers at Bulan National High School. These findings provide insights into the varied nature of teachers' commitment,

encompassing emotional attachment, moral obligation, and perceived necessity to remain with the school.

4. Work Performance of Senior High School Teachers of Bulan National High School

This portion shows the work performance of senior high school teachers of Bulan National High School as reflected in their Individual Performance Commitment and Review Form (IPCRF).

Table 4 Work Performance of Senior High School Teachers as reflected in their Individual Performance Commitment and Review Form (IPCRF)

Adjectival Rating	Frequency	Percentage (%)	Mean Score
Outstanding	70	100.0	4.69
Very Satisfactory	-	-	-
Satisfactory	-	-	-
Unsatisfactory	-	-	-
Poor	-	-	-

Note: 4.500-5.000 = Outstanding; 3.500-4.499 = Very Satisfactory; 2.500-3.499 = Satisfactory; 1.500-2.499 = Unsatisfactory; below 1.499 = Poor

Table 4 shows the Individual Performance Commitment and Review Form (IPCRF) results, showcasing outstanding work performance among senior high school teachers at Bulan National High School. The data indicate that all 70 teachers received an outstanding rating, accounting for 100% of the sample. The mean score for work performance is exceptionally high at 4.69, falling within the "Outstanding" category, which ranges from 4.500 to 5.000.

This outstanding performance reflects a consistent and exemplary commitment to professional responsibilities, demonstrating high dedication, competence, and effectiveness in meeting or exceeding career expectations. The remarkable mean score of 4.69 suggests that the teachers fulfill their performance commitments and excel in various aspects of their roles. The current study's findings are aligned with and contribute to the existing literature on factors influencing the teaching performance of educators. The study by Batuigas et al. (2022) highlighted factors affecting teaching performance, emphasizing the importance of classroom observation and teacher ratings. The current study resonates with this by showcasing an outstanding level of work performance among senior high school teachers, as reflected in their Individual Performance Commitment and Review Form (IPCRF).

Similarly, the study conducted by Abarro (2018) in the Division of Antipolo City identified various factors influencing public school teachers' performance. While Abarro's study emphasized the performance rating in

IPCRF, the current study complements this by providing a more detailed breakdown of the teachers' work performance. The outstanding rating obtained in the present study aligns with Abarro's findings, supporting the idea that multiple factors contribute to positive teaching performance.

The study by Hermogeno and Dulos (2022) focused on work attitude and performance of elementary school teachers in the City Division of San Carlos adds to the literature by emphasizing the connection between work attitude and performance. The Very Satisfactory IPCRF ratings in Hermogeno and Dulos's study are similar to the outstanding work performance observed in the current study, highlighting the significance of positive work attitudes in achieving high-performance ratings. These studies emphasize the varied nature of teacher performance and the need for a holistic understanding of the factors influencing it. The consistent positive performance ratings across studies emphasize the shared commitment of teachers to providing quality education.

V. CONCLUSIONS AND RECOMMENDATIONS

In conclusion, this study gives insight into the level of work motivation, organizational commitment, and work performance of senior high school teachers at Bulan National High School that the demographic profile of senior high school teachers at Bulan National High School indicates mostly female teaching faculty, with a significant percentage holding the position of Teacher III. Senior high school teachers at Bulan National High School are characterized by a high level of motivation, with the artistic personality type taking the lead in this regard. The results highlight a substantial level of organizational commitment among senior high school teachers at Bulan National High School, with affective commitment playing a key role. The result of the study affirms the outstanding work performance of senior high school teachers at Bulan National High School. The proposal for in-house training programs, outlined in "ELEVATE, ENGAGE, EXCEL," aligns with the study's findings and offers a strategic pathway for continuous improvement and professional development among senior high school teachers at Bulan National High School.

Finally, the researcher offers the following recommendations based on the findings and conclusions made: (1) Comprehensive demographic profiling and needs assessments be conducted to address the diverse characteristics of teachers, such as information on teachers' age, gender, marital status, educational

background, current position, and teaching experience. (2) The RIASEC-based motivational workshops be implemented as this approach aligns with each personality type's interests and preferences, ensuring a more practical professional development experience. (3) The professional development approaches be aligned with the school's mission, vision, and core values to further strengthen normative commitment, which signifies commitment based on a sense of obligation, shared values, and beliefs. (4) A diverse approach that includes continuous recognition, professional growth opportunities, and a supportive work environment for teachers to be employed to sustain and enhance outstanding work performance. (5) The proposed in-house training program - ELEVATE, ENGAGE, EXCEL – Enhancing Teacher Well-Being and Performance be implemented as a comprehensive approach to address the specific needs of senior high school teachers.

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