

Professional Commitment and Work Performance of Public Elementary School Teachers

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Abstract

This study determined the level of professional commitment and work performance of public elementary school teachers in selected schools in Tanay District, Division of Rizal, during the School Year 2025–2026. Specifically, it examined teachers' professional commitment in terms of delivery of instruction, assessment of learning, and community involvement, and its relationship with their work performance based on the Individual Performance Commitment and Review (IPCR) results for School Year 2024–2025. A descriptive survey research design complemented by documentary analysis was utilized. The respondents were 200 public elementary school teachers from ten selected schools in Tanay District, Rizal. Data were gathered through a researcher-made questionnaire-checklist and supported by documentary analysis of IPCR ratings. Respondents were profiled according to age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. Findings revealed that most teachers were 31 years old and above, female, married, and pursuing graduate studies. Many had served for more than 15 years and held Teacher I and Teacher II positions, with participation in division- and district-level trainings. Overall, teachers demonstrated a high level of professional commitment in instructional delivery, assessment practices, and community engagement. Their work performance was rated as very satisfactory based on IPCR results. Significant differences were found in professional commitment when grouped according to age, position title, length of service, and in-service trainings attended. However, no significant differences were observed in terms of sex, civil status, and educational attainment. Furthermore, a significant relationship was found between teachers' professional commitment and their work performance. The study concludes that professional commitment is influenced by selected demographic and professional variables and is significantly associated with work performance. It is recommended that school administrators strengthen continuous professional development programs, while teachers enhance assessment strategies to improve learner outcomes. The proposed action plan is recommended for implementation, and further studies may explore additional variables.

Keywords: Professional Commitment, Work Performance, Public Elementary School Teachers, Descriptive Survey, Instructional Delivery, Assessment of Learning, Community Involvement

Introduction

Education remains the foundation for meaningful participation in the highly competitive global economy of the 21st century, where rapid technological advancement, communication, and knowledge exchange continuously reshape systems of production and learning. In this context, global and national reforms such as the K to 12 Program, ASEAN integration, and globalization have intensified the demand for adaptable, competent, and highly committed educators. These developments necessitate the continuous reassessment of teacher standards to ensure alignment with evolving educational needs and the demands of 21st-century learners.

In the Philippines, the teaching profession is guided by ethical and professional standards that emphasize responsibility, integrity, and dedication. The Code of Ethics for Professional Teachers, particularly Article V, underscores the importance of professional loyalty, cooperation, and self-sacrifice for the welfare of learners and the profession. This reinforces the expectation that teachers must consistently demonstrate strong professional commitment in carrying out their duties.

Professional commitment refers to teachers' dedication to their profession, reflected in their passion for teaching, adherence to professional values, and sustained effort to improve instructional practices. It is closely associated with the Philippine Professional Standards for Teachers (PPST), which serve as a framework for enhancing teacher quality through continuous professional development. Likewise, DepEd Memorandum No. 50 s. 2020 emphasizes upskilling and reskilling of teachers to improve learning outcomes, highlighting the critical role of professional growth in strengthening educational quality.

Related studies consistently affirm the importance of teacher commitment in achieving effective instructional delivery and improved learner outcomes. Foreign literature such as Mustafa (2022), Suarni (2022), and Hussen (2022) reveal that professional commitment is influenced by job characteristics, motivation, and working conditions, and is significantly

associated with teaching effectiveness and student learning. Local studies by Cagape (2022), Manla (2022), and Jocson (2022) similarly emphasize that committed teachers contribute to better school performance, improved student engagement, and stronger institutional effectiveness. These studies collectively highlight that teacher commitment is a key determinant of educational success.

However, despite the abundance of literature on professional commitment and work performance, several research gaps remain evident. First, most existing studies focus on secondary or higher education levels, with limited emphasis on public elementary school teachers, who play a crucial role in foundational learning. Second, many studies examine either professional commitment or work performance separately, with fewer investigations exploring their direct relationship using IPCR-based performance data as an objective measure. Third, contextual studies specific to Tanay District, Division of Rizal, remain limited, creating a need for localized evidence that reflects the realities of teachers in upland public schools with unique challenges and working conditions. Lastly, limited research integrates demographic variables such as position title, length of service, and in-service trainings as predictors of professional commitment in relation to performance outcomes.

It is within this context that the researcher was prompted to conduct this study to determine the level of professional commitment and work performance of public elementary school teachers in selected schools in Tanay District, Division of Rizal, and to examine the relationship between these variables. The findings of this study are expected to provide empirical evidence that may serve as a basis for strengthening teacher development programs, improving instructional practices, and enhancing overall school performance.

Material and methods

2.1 Research Design

The study employed the descriptive method of research utilizing a questionnaire-checklist in gathering the needed data.

2.2 Locale of the Study

The study was conducted in selected public elementary schools in Tanay District, Division of Rizal. These schools include Bitik Elementary School, Don Domingo Capistrano Memorial Elementary School, Doña Paz Sumulong Tanjuatco Elementary School, Ilaya Elementary School, Lorenzo A. Ramos Elementary School, Manhain Elementary School, Marciana P. Catolos Memorial Elementary School, Patricio Jarin Memorial Elementary School, Simeon R. Bendaña Sr. Memorial Elementary School, and Wawa Elementary School. These schools offer complete elementary education from kindergarten to grade six level

2.3 Respondents of the Study

The study considered the total population of teachers in selected public elementary schools in Tanay District, comprising 200 teachers. The respondents were described in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended.

2.4 Sample and Sampling Procedure

A total enumeration or complete sampling technique was employed since all available teachers in the identified schools were included in the study to ensure comprehensive and reliable data. The research process adhered to strict ethical standards to protect the privacy, anonymity, and confidentiality of all respondents throughout the conduct of the study.

2.5 Research Instrument

A researcher-made questionnaire-checklist was used as the main instrument in gathering the needed data. Part I focused on the personal profile of the teacher-respondents in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. Part II measured the level of professional commitment of public elementary school teachers in terms of delivery of instruction, assessment of learning, and community involvement using a five-point Likert scale ranging from "Least Committed" to "Very Much Committed." The level of work performance was determined through the latest Individual Performance Commitment and Review (IPCR) ratings of the respondents, interpreted using a descriptive scale from "Poor" to "Outstanding." The instrument was content validated by experts in research and education, including the thesis adviser, professorial lecturers, statistician, Dean of Graduate Studies, school heads, and master teachers, whose comments and suggestions were incorporated in the finalization of the questionnaire.

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of the research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study was obtained from the Office of the Schools Division Superintendent. The questionnaire checklist was administered to the respondents through the Google survey form and printed questionnaire.

Guidelines in the Data Privacy Act were considered for the confidentiality of the gathered data. After the retrieval, the data were encoded and processed through the Statistical Package for Social Sciences. (SPSS). Analysis and interpretation of data followed. Based on the interpreted data, a summary of findings, conclusions, and recommendations were formulated. After the oral defense, the manuscript was revised considering the comments and suggestions of the Oral Examination Committee. The study was also subjected to the anti-plagiarism test. After finalization, hard-bound copies were submitted to the office of the Graduate Studies Program and other offices.

2.7 Data Analysis Techniques

For the statistical treatment of data, different statistical tools were employed to analyze and interpret the gathered information. Frequency, percentage, and rank distribution were used to describe the profile of the respondents in terms of selected variables. The weighted mean was utilized to determine the level of professional commitment of public elementary school teachers in terms of delivery of instruction, assessment of learning, and community involvement. To test the significant differences in the level of professional commitment when respondents were grouped according to their profile variables, one-way analysis of variance (ANOVA) was applied. Meanwhile, the level of work performance based on the Individual Performance Commitment and Review (IPCR) ratings was analyzed using mean, frequency, and percentage distribution. Finally, correlation analysis was used to determine whether a significant relationship exists between the teachers' professional commitment and their level of work performance.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As reflected in the table, out of 200 respondents, in terms of age, 67 or 33.5 % have ages 31-40 years old, 32.5 % have ages 21-30 years old and the rest belong to age bracket 41-50 years old and 51 years old and above with 19% and 15 % respectively. In terms of sex, there are more females than males with 67% females and 33% males. With regard to their civil status, most of them are married with 52%. With regard to their educational attainment, 39% have earned units in the Masters' degree, 34.5% have finished their masters' degree and 21% are still in their Bachelor's degree. Only 4 % and 1.5% have Doctorate units and Doctorate degree respectively. As to their position title, 50% are Teacher II, and 28.5% are Teacher I. In terms of length of service, 33.5% have been in the service for 15-19 years while 20.5% have been in the service for 10-14 years. As regard to in-service trainings attended, 39 % have attended in-service trainings in the district level, 34.5 % in the division level, 9% have attended in the school level and the rest have attended in the regional, national and international level.

Table 1.
*Frequency and Percentage Distribution of the Respondents
in Terms of the Selected Variables*

Profile	Frequency	Percentage	Rank
Age			
51 years old and above	30	15.0	4
41 – 50 years old	38	19.0	3
31 – 40 years old	67	33.5	1
21 – 30 years old	65	32.5	2
Total	200	100.0	
Sex			
Male	66	33.0	2
Female	134	67.0	1
Total	200	100.0	
Civil Status			
Single	87	43.5	2
Married	104	52.0	1
Separated/Annulled	5	2.5.	3

Widow/Widower	4	2.0	4
Total	200	100.0	
Educational Attainment			
Doctorate Degree	3	1.5	5
Masters' Degree with Doctoral Units	8	4.0	4
Masters' Degree	69	34.5	2
With MA units	78	39.0	1
Bachelor's Degree	42	21.0	3
Total	200	100.0	
Position Title			
Master Teacher I	10	5.0	4
Teacher III	33	16.5	3
Teacher II	100	50.0	1
Teacher I	57	28.5	2
Total	200	100.0	
Length of Service			
25 years and above	22	11.0	4
20 - 24 years	19	9.5	5
15 - 19 years	67	33.5	1
10 - 14 years	41	20.5	2
5 - 9 years	35	17.5	3
Below 5 years	16	8.0	6
Total	200	100.0	
In-Service Trainings Attended			
International Level	6	3.0	6
National Level	16	8.0	4
Regional Level	13	6.5	5
Division Level	69	34.5	2
District Level	78	39.0	1
School Level	18	9.0	3
Total	200	100.0	

3.2 Level of Professional Commitment of Public Elementary School Teachers as Perceived by Themselves with Respect to the Different Aspects

As reflected in the table, the composite weighted mean obtained is 4.29, indicating that the teachers are much committed in their profession with respect to the different aspects. First in rank is "Delivery of Instruction" with an overall weighted mean of 4.74 interpreted Very Much Committed. Second and third in ranks are Assessment of learning and Community Involvement with overall weighted means of 4.15 and 3.98 respectively both interpreted Much Committed. Findings indicate that teachers are very much committed in the delivery of instruction to learners. They believe that their commitment in instructional delivery is a vital, multi-dimensional construct combining emotional, cognitive, and behavioral dedication to student success, the teaching profession, and school goals. Findings imply that highly committed teachers demonstrate increased energy, passion, and resilience, which directly leads to improved student academic outcomes, better classroom management, and effective, interactive teaching strategies. Professional commitment reflects a deep dedication to professional growth, high-quality instruction, and constant improvement of pedagogical skills. Committed teachers tend to be more enthusiastic, adaptable, and proactive in using diverse, student-centered, and effective teaching methods. This is aligned with the discussion of Brenner (2022) that professional commitment in teaching is a deep dedication to student success, continuous professional growth, and the ethical responsibilities of the profession. Committed teachers act as role models, showing integrity and care.

Table 2

Level of Professional Commitment of Public Elementary School Teachers as Perceived by Themselves with Respect to the Different Aspects

Aspects	$\overline{WX}$	Verbal Interpretation	Rank
Delivery of Instruction	4.74	Very Much Committed	1
Assessment of Learning	3.98	Much Committed	3
Community Involvement	4.15	Much Committed	2
Composite $\overline{WX}$	4.29	Much Committed	

3.3 Significant Difference on the Level of Professional Commitment of Public Elementary School Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

As depicted in the table, significant differences were found in all three aspects of professional commitment—Delivery of Instruction, Assessment of Learning, and Community Involvement—when grouped according to age, position title, length of service, and in-service trainings attended. Conversely, no significant differences were observed across the three aspects in terms of sex, civil status, and educational attainment. These findings suggest that teachers' professional commitment varies depending on their age, career advancement, teaching experience, and exposure to professional development activities. In particular, more experienced teachers, those with higher positions, and those who have attended more in-service trainings tend to demonstrate different levels of professional commitment compared to their counterparts. This implies that targeted and differentiated professional development programs should be designed to address the specific needs of teachers across varying career stages and training backgrounds, as such interventions may further strengthen their professional commitment and improve instructional practices and learner outcomes. The findings are consistent with the study of Cagape (2022), which revealed that teachers are highly committed in terms of commitment to school, students, teaching, and the profession, and that their level of commitment is not significantly influenced by sex, civil status, and educational attainment.

Table 3

Significant Difference on the Level of Professional Commitment of Public Elementary School Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Decision	Verbal Interpretation
Age				
Delivery of Instruction	6.729	.006	Rejected	Significant
Assessment of Learning	5.784	.048	Rejected	Significant
Community Involvement	38597	.011	Rejected	Significant
Sex				
Delivery of Instruction	.412	.511	Accepted	Not Significant
Assessment of Learning	.213	.641	Accepted	Not Significant
Community Involvement	.043	.992	Accepted	Not Significant
Civil Status				
Delivery of Instruction	1.698	.522	Accepted	Not Significant
Assessment of Learning	1.871	.411	Accepted	Not Significant
Community Involvement	1.343	.265	Accepted	Not Significant
Educational Attainment				
Delivery of Instruction	1.863	.454	Accepted	Not Significant
Assessment of Learning	1.082	.351	Accepted	Not Significant
Community Involvement	1.098	.322	Accepted	Not Significant
Position Title				
Delivery of Instruction	5.643	.021	Rejected	Significant
Assessment of Learning	8.191	.009	Rejected	Significant
Community Involvement	6.527	.031	Rejected	Significant
Length of Service				
Delivery of Instruction	6.204	.016	Rejected	Significant
Assessment of Learning	5.569	.007	Rejected	Significant
Community Involvement	8.083	.000	Rejected	Significant
In-service Trainings Attended				
Delivery of Instruction	3.721	.004	Rejected	Significant
Assessment of Learning	6.512	.009	Rejected	Significant
Community Involvement	4.287	.048	Rejected	Significant

3.4 Level of Work Performance of the Respondents as Revealed in Their Individual Performance Commitment and Review (IPCR)

As shown in the table, 86% of the teachers obtained a "Very Satisfactory" rating in their Individual Performance Commitment and Review (IPCR), while 9.5% received an "Outstanding" rating and only 4.5% were rated "Satisfactory." The overall mean rating of 4.48 is interpreted as "Very Satisfactory," with a standard deviation of 0.812, indicating relatively consistent performance levels among the respondents. These findings suggest that most teachers are performing effectively in their roles as facilitators of learning and mentors of students, with only a small proportion achieving either higher or lower performance levels. The result implies that teachers possess the necessary competence, commitment, and instructional skills to deliver educational programs, manage classroom activities, and contribute to improved learner

outcomes. Their satisfactory to outstanding performance may be attributed to continuous professional development, strong motivation, and supportive school leadership. This is consistent with the findings of Decano (2023), which revealed that the teaching performance of public and private secondary school teachers ranged from very satisfactory to outstanding and was influenced by factors such as school type, salary, educational attainment, and job status.

Table 4

Level of Work Performance of the Respondents as Revealed in Their Individual Performance Commitment and Review (IPCR)

Adjectival Rating	Numerical Rating	Frequency	Percent	Rank
Outstanding	4.51 – 5.00	19	9.5	2
Very Satisfactory	3.51 – 4.50	172	86.0	1
Satisfactory	2.51 - 3.50	9	4.5	3
Unsatisfactory	1.51 - 2.50	-	-	-
Poor	1.50 and below	-	-	-
Total		200	100.0	
Highest Rating			4.68	
Lowest Rating			3.48	
Mean Rating			4.48(VS)	
Standard Deviation			.812	

3.5 Significant Relationship Between the Level of Professional Commitment of Public Elementary School Teachers and their Level of Work Performance

The table reveals that the computed r-values indicate a strong positive correlation between professional commitment and work performance across all three aspects: Delivery of Instruction, Assessment of Learning, and Community Involvement. The corresponding probability values are all less than the 0.05 level of significance; hence, the null hypothesis is rejected. These results imply that the relationship between professional commitment and work performance is statistically significant and not due to chance. In other words, higher levels of professional commitment among teachers are associated with better work performance in all identified domains. This suggests that committed teachers tend to demonstrate greater instructional effectiveness, stronger engagement in assessment practices, and more active participation in community-related school activities. Overall, the findings imply that professional commitment plays a crucial role in enhancing teachers' performance by fostering motivation, dedication, and job satisfaction, which ultimately contribute to improved teaching effectiveness and learner outcomes. However, these results are in contrast with the findings of Cortez (2021), which revealed that teachers' work satisfaction, degree of professionalism, and commitment were not significantly related to work performance.

Table 5

Significant Relationship Between the Level of Professional Commitment of Public Elementary School Teachers and their Level of Work Performance

Variables		r-value	p-value	Ho	Verbal Interpretation
Level of Work Performance	Delivery of Instruction	.822	.007	Rejected	Significant
	Assessment of Learning	.712	.012	Rejected	Significant
	Community Involvement	.843	.032	Rejected	Significant

Conclusion & Recommendations

Based on the findings of the study, it is concluded that the professional commitment of public elementary school teachers varies significantly when they are grouped according to age, position title, length of service, and in-service trainings attended. This indicates that teachers' demographic and professional characteristics influence the degree of commitment they demonstrate in their duties. Furthermore, the study concludes that professional commitment plays a significant role in teachers' work performance, implying that higher levels of commitment are associated with better instructional delivery, assessment practices, and community involvement.

In light of the findings and conclusions, it is recommended that school administrators continuously provide support for teachers' professional development programs to further strengthen their professional commitment and enhance work

performance. Teachers are encouraged to utilize a variety of assessment tools to more effectively evaluate and monitor pupils' learning outcomes. The proposed action plan developed in this study is recommended for full implementation to address identified needs and improve instructional effectiveness. Finally, parallel studies may be conducted in other settings and may consider additional variables to further validate and expand the findings of this research.

Compliance with ethical standards

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