

Organizational Commitment and Motivation in Promoting Change in Teaching Practices among Elementary Teachers

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Abstract

The researcher determined the perceived level of organizational commitment and motivation in promoting change in teaching practices among elementary teachers. Descriptive - correlational research design was utilized. The respondents of this study were one hundred fifty three (153) elementary teachers in fifteen (15) schools of Tiaong District, Division of Quezon. Survey questionnaires through Google forms were used. The researcher used statistics such as mean and Pearson product moment correlation. The significance was tested at the 0.01 probability level. Overall, based on the data gathered, the extent of manifestation as perceived by the respondents in organizational commitment obtained a mean of 4.35 and SD of 0.58 with a verbal interpretation of highly manifested, and the extent of manifestation in organizational motivation got a mean of 4.37 and SD of 0.67 with highly manifestation as interpretation. Meanwhile, the respondents' perceived level of the related factors of teachers' change in teaching practices- teaching skills, knowledge, and concept is indicated by an overall mean of 4.37 as "highly manifested." Specifically, as to developing pupils learning (4.41-highly manifested), facilitating learning (4.38-highly manifested), and fostering a positive attitude toward learning (4.38-highly manifested). The findings gathered in the study led to the formulation of a conclusion that organizational commitment in terms of affective, continuance, and normative commitment and organizational motivation in terms of intrinsic and extrinsic motivation are significantly related to teaching practices in terms of knowledge skills and concept, facilitating learning, developing students learning and fostering a positive attitude. Therefore, the hypothesis is not sustained.

Keywords: Organizational commitment; motivation; teaching practices; change

1. Introduction

Getahun, Tefera and Burichew (2016) believe that teachers are the "essential element in the educational system, with a variety of vital functions," according to the National Education Association. Teachers' commitment, which is determined by job satisfaction and influenced by organizational commitment and motivation, impacts school performance. They also claim that teacher job satisfaction is a multifaceted construct critical for teacher retention and a strong predictor of teacher effectiveness.

Due to the pandemic, the Philippine educational setup has suddenly shifted to remote learning modalities either through modular or online distance learning under the provision of the Department of Education (DepEd) Order No. 12, s. 2020 "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency."

Teachers have been more involved in activities that help to their personal and professional growth, such as attending webinars, training, workshops, and participating in community activities, even while the country faces pandemic issues in order for them to continuously be updated on how they can cater to the needs of the learners which also keep on changing over the years. However, it is also true that not all teachers or educators see these sets of training and professional advancements from the same perspectives.

Teachers, on the other hand, are challenged to adapt to these changes in the teaching-learning setup. More so, their commitment and motivation to follow through with the changes in their organizations have been tested. They are encouraged to embrace new teaching practices to fit the new learning modalities and to sustain their commitment to their respective schools. They continue to engage themselves in different sets of training and professional developments to adhere to the demands of the newly implemented learning modalities.

Anchored by the aforementioned ideas, it can be stated that in teaching, teacher qualifications are important, but professional education or training is even more so, because a trained teacher can teach more effectively than an untrained teacher. In general, a trained teacher is regarded to know how to teach efficiently and is more open in promoting change in teaching practices when necessary. These garnered the researcher's interest in pursuing the study.

Through the researcher's future findings, she hopes to highlight the purpose of teachers' organizational commitment and motivation in promoting change in teaching practices among elementary teachers because she believes that by being more fact givers and sources, recognizing and appreciating individual value, and completing professional commitments, committed instructors to demonstrate a dedication to being outstanding teachers. As a result, committed teachers must be prepared, maintain their commitment, and improve their outcomes. Also this study aims to provide teachers with innovative and timely support for teaching strategies that support the learning process. It also guides teachers in the development of techniques, thus providing a foresight of events in the teaching and learning process on how else to explore teaching and expand student learning, thus advancing professionalism.

2. Literature Review

2.1 Organizational Commitment

Organizational commitment is defined as a strong belief in the aims and values of an organization (Meyer & Allen, 1991). According to Doan et al. (2020), organizational commitment is the power of identity between individuals and organizations.

Akoto and Allida (2018) state that highly committed teachers are willing to give extra effort to achieve the school vision and goals. Teachers' commitment is a significant factor in determining the success of education reform and school effectiveness. Furthermore, organizational commitment is essential, particularly in today's world, when most teachers are looking for "greener pastures." As a result, organizational commitment refers to an employee's dedication to their employer (Donald, Lucia & Victor, 2016). According to the authors, employees who have a higher level of organizational commitment are more productive, compatible, and loyal to their jobs, have more responsibility, and are more satisfied.

Affective Commitment: Affective Commitment can be defined as employees' feelings of affection for their company or organization. Employees are identified and associated with their organizations as part of affective commitment. Affective commitment, also known as attitudinal commitment, is directly linked to affective reactions to their environment, particularly when adopting a job, which entails forming more robust bonds with the position, colleagues, work environment, and profession (Balay, 2000). Employees that have a high affective commitment to their organizations stay with them because they want it for themselves rather than because they need it.

Continuance Commitment: The primary reason employees feel committed to their organizations and continue working for them is that they need to stay at their organizations.

Normative Commitment: Employees' responsibility feelings about staying with the company are reflected in normative (rule-based) commitment. This sense of commitment encourages them to engage in specific behaviors because they believe their acts are ethical and decent.

2.2 Organizational Motivation

Deci (2018) defines Intrinsic Motivation as referring to doing something because it is inherently interesting or enjoyable.

Teachers are vital actors in shaping the learning environment, and one of their primary responsibilities is to motivate students to learn. Teachers' motivational strategies vary from person to person, as do their strategies for motivating students to learn (Hornstra, et al., 2015).

Robbins (2014). Motivation is defined motivational the willingness of individuals to put in a significant amount of effort to achieve organizational goals. Motivation is a crucial aspect of inspiring employees to work in the workplace.

Teachers' motivation is one of the most significant parts of teaching-learning and successful professional growth, according to Ryan /& Deci (2002) 's Self Determination Theory (SDT). Depending on the reasons for their involvement in a certain task, it might be intrinsically or extrinsically motivated. Intrinsic motivation is defined as engaging in a task for the intrinsic happiness and pleasure obtained from it, without the use of extrinsic rewards or pressures to mediate the impact. Extrinsic motivation, on the other hand, is concerned with participating in a task for the sake of contingent outcomes rather than for the internal enjoyment obtained from work itself.

2.3 Change in Teaching Practices

Desimone (2018), successful professional development can lead to teacher learning and changes in attitudes and beliefs, leading to changes in teacher practices. Change in practice should, in theory, result in higher student accomplishment.

One-time professional learning experiences, according to education researchers, have limited capacity to bring about effective and sustainable changes in teachers' practice (Boyle et al., 2004; Fullan, 2020). Instead, the context in which teachers practice, usually the classroom, has a significant impact on professional learning (Timperley, 2018). Teachers need numerous opportunities to learn new things to make substantial changes in their practice. Information and its implications for practice experiment with new ways and assess the impact of these approaches.

2.4 Conceptual Framework

The figure below explains how the research flows. The independent variable box shows the Organizational Commitment in terms of affective, continuance and normative commitment. Also, this includes the perception of teachers in organizational motivation in terms of intrinsic and extrinsic motivation. In addition, dependent variables encompass the change of teaching practices that covers teaching skills, knowledge and concept, developing students learning, facilitating learning, and fostering positive attitude towards learning

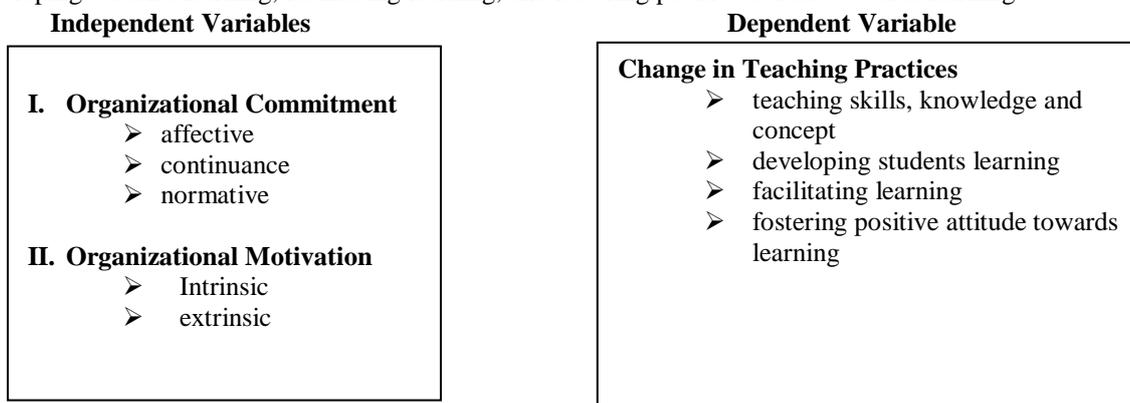


Figure 1: Research Paradigm

3. Hypotheses

The following hypotheses were posited in the study:

- H1. Organizational Commitment is not significantly related to change in promoting teaching practices.
 H2. Organizational motivation is not significantly related to change in promoting teaching practices.

4. Methodology

This study employed a descriptive correlational method of research that aims to find out the relationship between Organizational Commitment and the Motivation of Teachers in Promoting Change in Teaching Practices. The study respondents were one hundred fifty-three (153) public elementary school teachers of the Tiaong District. A random sampling technique was utilized to determine the number of research participants. A researcher-made questionnaire was used to gather the information needed. The questionnaire underwent thorough research through reading various references such as journals, books, unpublished materials, and online resources. It was validated by a teacher III, a Master Teacher, and an English Teacher with characteristics similar to the study subjects but is not directly involved in the research. The instrument was sent to the research adviser and panel of examiners for refining, and they evaluated the content and sequential arrangement of the instrument. Through them, the content of the questionnaire was modified and revised accordingly. Their comments and suggestions were highly considered for the final structuring of the questionnaires. Then, distributing the questionnaires to the actual respondent follows immediately after the approval of the panel of examiners. The questionnaires were personally distributed to and collected from each school under study. After the retrieval of questionnaires, the data gathered was tabulated for statistical treatment with the help of her statistician. The data collected was treated as confidential and only used for the study. Several statistical tools were used to present, analyze, and interpret the data gathered. For the descriptive questions, the mean and standard deviation were employed to evaluate the respondents' responses. For the inferential part, Pearson-moment of Correlation Coefficient was employed to evaluate the respondents' responses and to determine the relationship between variables.

5. Result

5.1 Testing of Hypotheses

Table 1 Correlation between Organizational Commitments to Change in Teaching Practices

Organizational Commitment	Change in Teaching Practices			
	Teaching Skills, Knowledge and Concepts	Developing students learning	Facilitating of Learning	Fostering Positive Attitude
Affective Commitment	.659**	.641**	.623**	.583**
Continuance Commitment	.767**	.732**	.667**	.645**
Normative Commitment	.669**	.669**	.636**	.640**

**Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows the correlation of organizational commitment in promoting change in teaching practices. As seen in the table, affective commitment and normative commitment shows a high correlation with all the indicators of change in teaching practices, while very high correlation in continuance commitment in terms of teaching skills, knowledge, and concept (.767**) and high correlation in developing learning, facilitating of learning and fostering a positive attitude. It displays a significant relationship at the 0.01 level (2-tailed) among the variables.

In terms of affective, ($r=.583$ to $.659$, $N= 153$, $p<.01$), continuance ($r=.645$ to $.767$, $N= 153$, $p<.01$), normative ($r=.636$ to $.669$, $N= 153$, $p<.01$) thus, the null hypothesis is also rejected.

It can be asserted that if teachers made changes to their instructional methods, such as creating different assessment strategies to evaluate their students' progress, supporting students in cultivating a positive attitude, expanding their knowledge and skills relevant to their core professional practice, and routinely updating their knowledge to improve their practice, implement best practices, and meet new teaching demands, their students would benefit. They can enhance their teaching methods and personalize learning by embracing the context of advanced technologies, which increases their output and effectiveness as teachers. Due to their affective commitment to their work, they are emotionally attached to the organization and the desire to remain in the organization.

Furthermore, it indicates that the teachers' continuance commitment got the highest correlation to change in teaching practices. It denotes that teachers have made the decision to remain with an organization due to the personal time, experiences, professionalism, and resources already committed to the organization. Because of their experiences, relationships with their colleagues, and achievements within the organization, the results showed that teachers had a deep love for their profession as teachers. By exchanging ideas, viewpoints, and experiences at training sessions, conferences, and workshops, educators promote collaboration and help to advance their professional development, boost their self-confidence and make changes to their classroom instruction. It also implies that teachers' respondents perceived a strong emotional attachment and commitment to their work that drives them to do their job effectively and efficiently.

Additionally, based on the results, teacher's respondents have a great sense of manifestation and confidence in the new teaching techniques they have acquired, learned and applied from various trainings and seminars like INSET, LAC Sessions, RACAS, PASATF, workshops on ICT literacy, Content Pedagogy Finalization on Research-Based Assessment Tool, and others. These trainings and seminars also assist teachers in staying up-to-date on various techniques and strategies that aid in the smooth facilitation of students' learning. As a result, teachers are committed to and motivated to put in a lot of effort at the school where they are employed.

Moreover, because teachers owe a great deal to their profession and consider staying in the organization to be a commitment, the results show that teachers' commitment is rooted in their sense of moral obligation to the organization. Teachers feel valued, wanted, and motivated in the workplace because of the parents' continuous support in the achievements of the school and the students. Teachers from all over the world, specifically teachers in the Tiaong District switch from one teaching strategy to another to help foster an effective learning environment, enhance teaching-learning interactions, keep up with contemporary educational technology, and be inspired to become better teachers in the modern world to impart knowledge to our students.

It is noteworthy that the teachers' perceived commitment to their work has a relationship on the teaching practices because when others see how committed they are, it inspires and motivates other stakeholders, particularly colleagues and students, to do their jobs effectively and efficiently, which contributes to the pupils' development and their ability to innovate and integrate new ideas into their own. There is always something that a teacher can learn to improve their teaching practice. Being a teacher includes continuous growth and a commitment to learning throughout one's career, and professional development is ideal to meet these needs.

As supported by Klein, Meyer, and Becker (2012), organizational commitment is a social concept that concerns employee involvement in their employing organization. Furthermore, Klein, Meyer, and Becker (2012) state that organizational commitment also refers to employees' desire to remain with their employing organization. It reveals that respondents had great affection for their teaching profession because of the experiences and relationships with their colleagues and the achievements they had in the organization. When teachers attend training, conferences, and workshops, they foster collaboration by exchanging ideas, opinions, and experiences that will significantly aid in developing and improving their professional growth and confidence. As a result, teachers have the commitment and desire to work hard in the school where they are employed.

Table 2 Correlation between Organizational Motivations to Change in Teaching Practices

Organizational Motivation	Change in Teaching Practices			
	Teaching Skills, Knowledge and Concepts	Developing students learning	Facilitating of Learning	Fostering Positive Attitude
Intrinsic Motivation	.735**	.768**	.705**	.687**
Extrinsic Motivation	.724**	.678**	.710**	.660**

**Correlation is significant at the 0.01 level (2-tailed).

Table 17 reveals the correlation between organizational motivations to change in teaching practices. As shown in the table, intrinsic motivation shows a high correlation in teaching skills, knowledge, and concept, facilitating learning and fostering a positive attitude, while very high correlation in developing students learning. On the other hand, extrinsic motivation correlated highly with all the indicators of change in teaching practices. It reveals that the correlation displays a significant relationship among the variables at the 0.01 level (2-tailed).

Moreover, teachers are intrinsically motivated to be creative and to complete tasks that go beyond creativity and into actual implementation to make changes in the way they teach. Teachers take part in LAC sessions and in-service training at the school, district, division, regional, and international levels as part of teacher management. In order to continue providing high-quality teaching and learning in the classroom, Tiaong District makes sure that teachers learn, acquire, apply, and implement the training knowledge. Teachers in the District place a high value on camaraderie and friendly relationships with colleagues because they nurture an enjoyable and harmonious work environment where work colleagues are supportive of, helpful to, and inspirational of one another. All teachers are inspired and motivated to give their all in this positive relationship, which helps them become competitive in a variety of fields and motivates them to work hard.

Additionally they extrinsically motivated teachers do their best to connect with students and observe them through home visits, virtual face-to-face assessments, and remedial teaching. In regardless of pandemics, learning can still take place with the help of parents and teachers. Both parents' engagement and effort are necessary for children to learn, in addition to the effort and resourcefulness of teachers. Teachers make sure that students learn and achieve academic success despite the fact that a pandemic is not a barrier to teaching students. To impart knowledge to their students, teachers, who serve as the center of learning, must be competent and knowledgeable. It notices that teachers work together with their colleagues, plan and try out new strategies with encouragement, and evaluate and improve their own practices. In order to help them recalibrate, teachers attend multiple training workshops and conferences.

The findings support Guskey's (2002) motivated teachers to make any systematic and organized opportunity or activity to improve and change their teaching practice. It implies that teachers embrace changes in teaching practices, quickly adapt to new challenges in the workplace, and develop a self-learning mind-set that will serve them well into the future and helps facilitate pupils' learning smoothly. A teacher's motivation is essential to students' learning and academic progress (Jang, 2013). Teachers must be intrinsically and extrinsically motivated to improve their teaching skills and, as a result, increase students' academic achievement (Reeve, 2009).

Similar to the study of teachers' work in Nigeria conducted for UNESCO by Helsinki University, motivation affects the teacher's behavior; teachers with high motivation can create a better physical, social, and psychological climate in the classroom. They can integrate professional knowledge, academic discipline content knowledge, and practical pedagogical knowledge with personal and inter-personal knowledge.

The study's findings by (Vidislavsky & Shemesh, 2009), indicate a strong positive relationship between these variables. It shows that motivation is an important factor in teachers' work; it is an essential factor in class efficiency, academic achievement improvement, and their willingness to participate and

contribute to the advancement of the educational process. It also revealed that teachers are aware of the significance of motivation in various aspects, including their willingness to diversify their teaching methods. These findings support Vidislavsky and Shemesh's (2009) observation that teachers with high motivation can integrate and apply various types of knowledge and impart learning content in multiple modes. Teachers must have prior motivation if they are to change their beliefs and understandings. Additionally, they ought to notice some evidence of improved student learning as they implement change. He asserts that changes in teachers' educational paradigms are typically the outcome of an on-going process with clear connections between successful theory and practice.

6. Discussion

The study reveals the following findings:

1. The respondents' mean perception of the related factors of organizational commitment is indicated by an overall mean of 4.35 and SD of 0.58, interpreted as "highly manifested." Specified as affective (4.38-highly manifested), continuance (4.37-highly manifested), and normative commitment (4.32-highly manifested).
2. The level of organizational motivation as perceived by the respondents is indicated by an overall mean of 4.33 and SD of 0.67 as "highly manifested" with its related indicators such as intrinsic motivation (4.40 -highly manifested) and extrinsic motivation (4.25 -highly manifested).
3. The perceived level of the respondents on promoting change in teaching practices is indicated by an overall mean of 4.39 and SD of 0.50 as "highly manifested" with its related indicators such as teaching skills, knowledge, and concept (4.37 – highly manifested), developing learning (4.41 – highly manifested), facilitating learning (4.38 – highly manifested) and fostering a positive attitude towards learning (4.38 – highly manifested).
4. There is a significant relationship between organizational commitment and motivation and the perceived level of change in teaching practices.

7. Conclusion

Respondents perceived organizational commitment in terms of affective, continuance, normative and organizational motivation in terms of intrinsic and extrinsic are significantly related to the level of promoting change in teaching practices such as knowledge, skills, and concepts, developing of learning, facilitating of learning and fostering a positive attitude. Therefore, the posited hypothesis for the study is not sustained

8. Recommendation

Based on the above findings and conclusion, the following recommendations are suggested:

1. It is recommended that teachers work in groups to foster a collaborative culture that allows regular reflection and improves its practices. As an educator, it is also recommended to act in a trustworthy manner constantly. To promote a sense of accountability in the workplace for teachers, various strategies such as showing personal and professional ethics, integrity, justice, and fairness are recommended.
2. Teachers need to sustain or enhance their level of commitment through actively supporting activities of the organization and encouraging them to attend seminars, training, and conferences to uplift and increase their commitment, teaching efficacy belief, and level of performance and nurture their innovative change in teaching practices.
3. Teachers should be encouraged to pursue graduate studies that will enhance their teaching abilities and proficiencies, and teachers should always develop a high sense of positivity towards their pupils, accepting who and what they are.
4. Future researchers may be motivated to conduct further studies by employing other variables.

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