

Characterizing Decision Making And Work Commitment In Public Elementary Schools Attaining Better School Performance Outcomes

Abigail B. Laydia^a & Elisa N. Chua^b

^aabigail.laydia@deped.gov.ph, ^belisa.chua@lspu.edu.ph

¹ Elementary Grade Teacher I, Don Arsenio Escudero Sr. Memorial School, San Pablo City, 4000, Philippines

² Associate Professor V, Laguna State Polytechnic University, San Pablo City, 4000, Philippines

Abstract

This study determined the relationship between decision making and work commitment in attaining better school performance outcomes. The descriptive-correlational research design was used and statistical tools such as Pearson r correlational analysis were utilized to test the relationship between the independent and dependent variables. The hypothesis testing revealed significant relationship between decision making of the school heads and teachers to school performance outcomes. In addition, there is a significant relationship between teachers' work commitment and school performance outcomes. Furthermore, decision making of the school heads and teachers in terms of autocratic, informed-autocratic, individual-consultative, group-consultative and group-agreement were observed to a moderate extent. The work commitment of the teachers regarding job satisfaction, job performance, organizational culture and intrinsic motivation were highly committed. Based on the findings, the school performance outcomes performed excellently in terms of curriculum and instruction, assessment and accountability, teacher effectiveness, professional development, family involvement, stakeholder engagement, effective leadership, organization and structure and sustainability. The study implies that decision making style is important factor to school performance outcomes. Group decision making styles are positively associated with better school performance outcomes. Also, this implies that work commitment is important factor in school performance outcomes. High levels of work commitment particularly in job performance and intrinsic motivation are positively associated with better school performance outcomes.

Keywords: *decision making, work commitment, school performance outcomes, individual decision-making styles, group decision making styles, job performance*

1. Introduction

Formal education is conducted in schools as organizations. This indicates that as a social system made up of individuals who work together to accomplish both academic and personal objectives. In this sense, a school must be a well-run, organized setting with a set of general principles that are followed. One of the most significant institutions that humans have created is the school. Cooperation, involvement, participation, and task delegation are all aspects of school. Improving school outcomes for students and communities remain the aim of education. The Department of Education recognizes that we can only surmount this obstacle with a deep and authentic sense of shared responsibility, a work commitment, great decision making and boundless belief in what is possible for students.

Altun (2017) said that teachers are motivated to devote more time and effort to improving student success and school outcomes because of their work commitment. This eagerness to celebrate achievement motivates teachers to look for ways to create a productive learning environment that will enable students to achieve their goals. Work commitment has a significant impact on student achievement and academic results. Teachers that are dedicated put their students, the school, and the teaching profession first. Teachers that are very committed encourage their students to participate in school activities. Students who participate in learning activities have a better possibility of improving their academic performance and, consequently, the school outcomes.

School heads' work commitment is the way school heads' performs his or her tasks. It helps the school

accomplish its aims and objectives. Additionally, it is employed in identifying the institution's important strengths and shortcomings. On the other side, a school heads' work commitment to their job is essential for success.

Coping with the education in this time is a big challenge for everyone especially for school heads and teachers. There are many issues and considerations that school heads and teachers will make now that face-to-face learning is being implemented. They have to make decisions quickly while dealing with a great deal of ambiguity. The stakes are enormous, the problems at hand are complicated, and careful consideration of various interests is necessary. These situations increase the likelihood that flawed decision-making processes will result in subpar results by rendering school administrators' and teachers' decision-making processes susceptible to errors and biases in the processing of information. Therefore, it is essential that administrators and educators take action to improve decision making quality and raise the likelihood of successful results.

Adapting to the changes happening in school, school heads and teachers should not just look at the students' performance. Different aspects such as curriculum and instruction, assessment and accountability, teacher effectiveness, professional development, family involvement, effective leadership, organization and structure and sustainability must also be addressed and given importance. The decision making and work commitment from the school heads and teachers may help the school to perform better. If decision making and work commitment from the school heads and teachers have positive impact to school outcomes, success in organization will be observed.

2. Methodology

The study used a descriptive and correlational method of research to determine the relationship between decision making and work commitment of the school heads and teachers and school performance outcomes of Dapdapan District. Arikunto (2007) stated that descriptive research is used to collect information on a pattern discovered in the field. In this type of study, there is no administration or control. In addition, the correlation method utilized to see if at least two variables were linked. The study used a descriptive and correlational method because it focuses on the current situation, where events were recorded, reported, analysed and compared. The study was carried out at the public elementary schools of Dapdapan District, which is located in the municipality of San Pablo, province of Laguna. The respondents who were currently linked with the ten (10) public elementary schools in Dapdapan District was one hundred fifty-six (156). Majority of the respondents were female. Ages 26-30 had the highest number of respondents. Most of the respondents were married, with MA units and designated as Teacher II.

The data gathered mostly using a survey questionnaire was made by the researcher. Respondent profile, perceptions about school heads and teachers' decision making, perceptions about teachers' work commitment, perceptions about school performance outcomes are the four parts of the questionnaire. This method was utilized to make data collection easier.

The following are the statistical measures used in the study. To examine the decision making of the school heads and teachers in public elementary school, mean and standard deviation were used. In describing the level of the school performance outcomes, mean and standard deviation were utilized. Furthermore, to prove the first hypotheses set in the study whether level of school performance outcomes is significantly affected by the decision making of the school heads and teachers, Pearson Product-Moment Correlation Coefficient was used. Lastly, to prove the second

hypotheses set in the study whether level of school performance outcomes is significantly affected by the work commitment of the school heads and teachers, Pearson Product-Moment Correlation Coefficient was used.

3. Result and Discussion

This chapter includes tables that present the results of the study with corresponding analyses and interpretations.

Table. 1 Perception of the Respondents on Group-consultative Decision Making.

	<u>Indicators Mean SD VI</u>		
1. problems are shared with the group and ideas and suggestions are solicited.	3.48	0.55	OME
2. decisions are made which may or may not reflect the influence of subordinates.	3.20	0.77	OME
3. members of the group are involved by asking them to share ideas, perceptions, and information concerning the decision.	3.56	0.53	OGE
4. decisions control and responsibility are maintained but let the group know how their input impacted the final decision.	3.49	0.53	OME
5. group participation and involvement are allowed in the decision-making process.	3.57	0.54	OGE
Overall	3.46	0.46	OME

Legend: 3.50-4.00- Strongly Agree/ Observed to a Great Extent (OGE), 2.50-3.49- Agree/ Observed to a Moderate Extent (OME), 1.50-2.49- Disagree/ Observed to a Less Extent (OLE), 1.00-1.49- Strongly Disagree/ Not At All (NA)

Table 1 presents the mean perception of the teachers on group-consultative decision making. It can be gleaned in the table that teachers observed to a great extent that members of the group are involved by asking them to share ideas, perceptions, and information concerning the decision and group participation and involvement are allowed in the decision-making process in their school. Teachers observed to a moderate extent that problems are shared with the

group and ideas and suggestions are solicited, decisions are made which may or may not reflect the influence of subordinates and decisions control and responsibility are maintained but let the group know how their input impacted the final decision in their school.

Given that there are concerns that call for school head, teachers, parents and stakeholders collaboration, it is essential that problems and improvements in school are shared. Meetings can be done for information dissemination and sharing of ideas. Decisions to be made by the school head may or may not influenced by the suggestions made by the teachers, parents or stakeholders. Decisions depends on what is good and prompts in the school after evaluating the given suggestions from the group.

As evidence for group-consultative decision making of the school heads is observed to a moderate extent in the schools. The result thus implies that the teachers, parents and stakeholders are informed of the problems by the school head, who also asks for their opinions or suggestions. Then, the school head makes the choice, which may or may not take into account the input of teachers, parents and stakeholders.

Table. 2 Perception of the Respondents on Group-agreement Decision Making.

	<u>Indicators Mean SD VI</u>		
1. problems are shared with the group and alternatives are generated and evaluated together in an attempt to reach consensus.			
2. school head and teacher act as chair of the group but do			

3.53 0.53 OGE

not press the group to accept his or her solution.
and implemented.

3.25 0.72

OME 3. any group solution is accepted

3.42 0.63 OME

4. decisions are in total control of the group.

3.36 0.62 OME

5. individual group members are respected while group's

3.49 0.56

decisions are agreed and supported.**OME Overall 3.41 0.53 OME**

Legend: 3.50-4.00- Strongly Agree/ Observed to a Great Extent (OGE), 2.50-3.49- Agree/ Observed to a Moderate Extent (OME), 1.50-2.49- Disagree/ Observed to a Less Extent (OLE), 1.00-1.49- Strongly Disagree/ Not At All (NA)

Table 2 shows the mean perception of the teachers on group-agreement decision making. It indicates that teachers observed to a great extent that problems are shared with the group and alternatives are generated and evaluated together in an attempt to reach consensus in their school. Teachers observed to a moderate extent that school head and teacher act as chair of the group but do not press the group to accept the school head's solution, individual group members are respected while group's decisions are agreed and supported, any group solution is accepted and implemented and decisions are in total control of the group in their school.

In some situations in school, agreement is very important. There are certain programs, projects and activities like beautification of classroom and school, teacher-parent collaboration in teaching literacy and numeracy and parents help in school based feeding program that must be agreed upon between the school head, teachers, parents and stakeholders. The group has complete authority over decisions. Memorandum of agreement were used to record the agreed plans and actions for the benefit of both the school and the students.

Table. 3 Extent of Characterizing Work Commitment in terms of Job Performance.

<u>Indicators Mean SD VI</u>	
1. trainings are done to be updated with the demands of work and be effective in the workplace.	3.58 0.53 HC
2. skills and knowledge in the course of work are improved.	3.64 0.50 HC
3. works are carried out and accomplished.	3.66 0.48 HC
4. goals to enhance current work assignment are prepared.	3.62 0.50 HC
5. learning opportunities are addressed rather than waiting to be sent to training.	3.52 0.53 HC
Overall 3.60 0.44 HC	

Legend: 3.50-4.00- Strongly Agree/ Highly Committed (HC), 2.50-3.49- Agree/Committed (C), 1.50-2.49- Disagree/Less Committed (LC) 1.00-1.49- Strongly Disagree/Not At All (NA)

Table 3 presents the mean extent of the teachers in characterizing their work commitment in terms of job performance. It indicates that teachers are highly committed in work as to job performance. The data above demonstrates how dedicated teachers are to their work. Teachers are very committed for a variety of reasons. They have performance goals because they receive ratings on the IPCRF, which stands for Individual Performance Commitment and Review Form. They will benefit if they receive a high ranking because it will increase their chances

of advancement. It also has an effect on schools; if there is high school-based management level, teachers will receive high performance based bonus.

Based on the study of Borman & Motowidlo as cited by Rich (2010), job performance is the collective value to a company of the range of actions a worker takes to support organizational objectives in both a direct and indirect way. In line with this, if the teachers are highly committed in their work as to job performance, thus, schools can have a high performance.

Table. 4 Extent of Characterizing Work Commitment in terms of Intrinsic Motivation.

	<u>Indicators Mean SD VI</u>
1. benefits given within the organization are compensated.	3.48 0.55 C
2. processes used in the promotion are motivated.	3.59 0.51 HC
3. participation in planning process is pleasurable.	3.55 0.53 HC
4. recognition is acquired.	3.54 0.52 HC
5. personal and professional development are given focus.	3.61 0.49 HC
	<u>Overall 3.55 0.44 HC</u>

Legend: 3.50-4.00- Strongly Agree/ Highly Committed (HC), 2.50-3.49- Agree/Committed (C), 1.50-2.49- Disagree/Less Committed (LC), 1.00-1.49- Strongly Disagree/Not At All (NA)

Table 4 presents the mean extent of the teachers in characterizing their work commitment in terms of intrinsic motivation. It indicates that teachers are committed because of the benefits that are compensated given within the organization. It is also shown in the table that teachers are highly committed because of the motivating processes used in the promotion, pleasurable participation in planning process, recognition can be acquired and the personal and professional development are given focus.

Teachers are highly committed to their jobs for a variety of reasons. Some of advantages include receiving incentives, having the chance to be promoted, receiving awards and recognition, and taking free trainings and seminars. According to Shin and Grant (2019), since professions consist of many different tasks, it is unknown how the performance of one work would be impacted by the intrinsic motivation of another activity. This premise suggests that teachers with intrinsic motivation are highly committed in doing the tasks he or she will perform even if it is composed of multiple tasks. Thus, high commitment of the teachers in his or her job will increase the performance of the schools.

Table. 5 Schools' Performance Outcomes as to Curriculum and Instruction.

	<u>Indicators Mean SD VI</u>
1. there is an increase in student achievement within and outside school. 3.46 0.55 VS	
2. there is an implementation of new trends in teaching learning process. 3.56 0.52 E	
3. there is an evaluation in instructional processes.	

3.66 0.48 E

4. there is a relevant, responsive and effective delivery of basic education curriculum. 3.64 0.48 E

5. there is an implementation of the national education policy

3.65 0.50 E

framework on curriculum assessment and accountability. **E Overall 3.59 0.41 E**

Legend: 3.50-4.00- Strongly Agree/Excellent (E), 2.50-3.49- Agree/Very Satisfactory (VS), 1.50-2.49- Disagree/Unsatisfactory (US), 1.00-1.49- Strongly Disagree/Very Unsatisfactory (VUS)

The table presents the performance outcomes of the schools in terms of curriculum and instruction. It can be gleaned in the table that the schools performed excellently in all four indicators as indicated by the mean scores and very satisfactory in one indicator. The overall mean score also falls in Excellent indicating that the schools' performance in terms of curriculum and instruction is very good.

According to the data above, school performance outcomes are excellent in terms of curriculum and instruction. It may be connected to the high MPS, high number of independent readers and numerate learners, high graduation rate, high promotion rate, and low dropout rate in schools in Dapdapan District.

The indicators cover various aspects of curriculum and instruction including student achievement, implementation of new teaching methods, evaluation of instructional processes, delivery of basic education curriculum and adherence to national education policy framework. The result suggests that the schools are effectively implementing these aspects, leading to positive student outcomes and effective teaching practices.

Table. 6 Schools' Performance Outcomes as to Assessment and Accountability.

	<u>Indicators Mean SD VI</u>
1. the teacher's competency, strengths and weaknesses are assessed. 3.68 0.47 E	
2. student learning is monitored.	<u>3.74 0.44 E</u>
3. the teachers and school performance are measured.	3.69 0.47 E
4. the parents are informed about school performance.	3.75 0.44 E
5. the necessary and sufficient conditions for modifiability of school performance are identified. 3.67 0.47 E	
	E Overall 3.70 0.41 E
<i>Legend: 3.50-4.00- Strongly Agree/Excellent (E), 2.50-3.49- Agree/Very Satisfactory (VS), 1.50-2.49- Disagree/Unsatisfactory (U), 1.00-1.49- Strongly Disagree/Very Unsatisfactory (VUS)</i>	

The table shows the performance outcomes of schools in terms of assessment and accountability. The schools performed excellently in all five indicators. The overall mean score is in the excellent range indicating that the schools are performing well in terms of assessment and accountability.

The indicators include various aspects of assessment and accountability as to assessment of teacher competency and performance, monitoring of student learning, measuring of teacher and school performance, informing parents about school performance and identifying the necessary conditions for improving school performance. The findings indicate that the schools are effectively implementing these aspects leading to effective monitoring and evaluation of teaching and learning and fostering accountability to stakeholders.

Table. 7 Schools' Performance Outcomes as to Teacher Effectiveness.

	Indicators	Mean	SD	VI
1. the teachers use a variety of teaching strategies.		3.70	0.46	E
2. the teachers allocate particular instructional activities to pupils.		3.67	0.47	E
3. the teachers demonstrate managing skills.		3.67	0.47	E
4. the teachers have clear intended learning in the lesson.		3.69	0.47	E
5. the teachers are knowledgeable about curriculum content and the strategies for teaching it.		3.68	0.47	E
E Overall 3.68 0.42 E				

Legend: 3.50-4.00- Strongly Agree/Excellent (E), 2.50-3.49- Agree/Very Satisfactory (VS), 1.50-2.49- Disagree/Unsatisfactory (US), 1.00-1.49- Strongly Disagree/Very Unsatisfactory (VUS)

Based on the data in Table 7, all indicators of teacher effectiveness are considered as excellent. This indicates that the teachers are highly effective in using a variety of teaching strategies, allocating instructional activities to pupil, demonstrating managing skills, having clear intended learning in the lesson and being knowledgeable about curriculum content and the strategies for teaching it.

Excellent school performance outcomes can be linked to the teacher observations that the school head conducted in their classrooms. Classroom observation is a essential component of instruction. It checks and adjusts a teacher's work so that the students benefit fully from the lesson, improving their academic performance and in performance of the school.

Table. 8 Schools' Performance Outcomes as to Professional Development.

	Indicators	Mean	SD	VI
1. the teachers' goals and new skills are identified.		3.66	0.47	E
2. the teachers are advanced and updated to current trends.		3.57	0.50	E
3. the teachers' skill and knowledge are set based on their field.		3.65	0.48	E
4. the teachers' new skills are developed for the purpose of advancement in the field.		3.61	0.49	E
5. the teachers participate in workshops to bring professionals with specific expertise to discuss problems and offer solutions.		3.62	0.49	E
E Overall 3.62 0.42 E				

Legend: 3.50-4.00- Strongly Agree/Excellent (E), 2.50-3.49- Agree/Very Satisfactory (VS), 1.50-2.49- Disagree/Unsatisfactory (US), 1.00-1.49- Strongly Disagree/Very Unsatisfactory (VUS)

As to professional development, excellent school performance outcomes can be related to trainings, seminars and webinars attended by the teachers. Both seasoned teachers and those who are new to the teaching profession should benefit from trainings, seminars, and webinars. To energize the teaching-learning process, teachers must master creative pedagogy, interactive assessment methods, and use of differentiation in the classroom. A master's degree can also assist instructors broaden their knowledge of subjects linked to their current fields of

professional specialty and increase their abilities in cutting-edge techniques and technologies that have emerged in such domains. This implies that the schools surveyed have effective professional development programs in place that are well-received by their teachers.

Table. 9 Schools' Performance Outcomes as to Stakeholder Engagement.

<u>Indicators Mean SD VI</u>		
outcomes.	3.69	0.47 E
1. stakeholders are engaged for a purpose to achieve accepted		
2. stakeholders' basis of effective strategy development for		
school is created.	3.65	0.48 E
3. stakeholders' awareness and understanding of what is	happening in school is ensured.	3.66 0.49 E
4. stakeholders' concerns, expectations and perceptions on		
the school improvement are accepted.	3.66	0.48 E
5. stakeholders' support for the improvement of school is	<u>provided</u>	3.69 0.47 E
<u>Overall 3.67 0.43 E</u>		
<i>Legend: 3.50-4.00- Strongly Agree/Excellent (E), 2.50-3.49- Agree/Very Satisfactory (VS), 1.50-2.49- Disagree/Unsatisfactory (US), 1.00-1.49- Strongly Disagree/Very Unsatisfactory (VUS)</i>		

Table 9 shows all five indicators fall under excellent. This suggests that the schools are effective in engaging stakeholders for a purpose to achieve accepted outcomes, creating a basis of effective strategy development for the school, ensuring stakeholders' awareness and understanding of what is happening in the school, accepting stakeholders' concerns, expectations and perceptions on school improvement and providing stakeholders' support for the improvement of the school. The overall mean performance outcomes of schools in terms of stakeholder engagement falls excellent. This indicates that, on average, the schools perform very well in terms of engaging stakeholders in the school improvement process.

As to stakeholder engagement, excellent school performance outcomes can be related to strong connection of the school head and teachers to the stakeholders. It can be done through meetings that inform the stakeholders of the problems and improvement in school. They can freely suggest what is the best solution to solve the problems in school and they can also suggest ways for school improvement.

Overall, the results of Table 16 suggests that the schools surveyed have effective stakeholder engagement programs in place that are well-received by stakeholders.

Table. 10 Schools' Performance Outcomes as to Effective Leadership.

<u>Indicators Mean SD VI</u>		
1. the school head and teachers motivate people to work		
together and cooperate with themselves.	3.66	0.49 E
2. the school head and teachers motivate to		

work harder and
 make more significant contributions to the betterment of the
 organization. 3.67 0.47 E 3. the school head and teachers inspire and motivate people
 to work together towards a goal. 3.70 0.46 E 4. the school head and teachers prioritize and set the
 tasks
 that need to be done first. 3.74 0.44 E 5. the school head and teachers care about what they do,
 care about the organization, and care about the people they
 lead and work with. 3.71 0.45 E **Overall 3.70 0.42 E**

Legend: 3.50-4.00- Strongly Agree/Excellent (E), 2.50-3.49- Agree/Very Satisfactory (VS), 1.50-2.49- Disagree/Unsatisfactory (US), 1.00-1.49- Strongly Disagree/Very Unsatisfactory (VUS)

Table 10 shows the means for all the indicators considered as excellent. Also, the overall mean is excellent. The result suggests that the school head and teachers are performing very well in terms of effective leadership. It implies that the school head and teachers are able to motivate and inspire people to work together towards a goal, prioritize and set tasks effectively and care about the organization and the people they work with. This is a positive outcome for the school and suggests that effective leadership is contributing to the success of the school.

Table. 11 Schools' Performance Outcomes as to Organization and Structure.

Indicators Mean SD VI

maintained. 3.68 0.47 E
 1. the ability of the faculty to remain efficient and focused is
 2. each employee's job and how it fits within the overall
 system is defined. 3.61 0.51 E 3. the operations to be more efficient and effective are made. 3.63
 0.48 E 4. working together as a group within their individual
 functions to manage tasks are allowed. 3.68 0.47 E divisions and staff are enhanced. 3.66 0.47 E
 5. the cooperation and information sharing among functions,

Overall 3.65 0.43 E

Legend: 3.50-4.00- Strongly Agree/Excellent (E), 2.50-3.49- Agree/Very Satisfactory (VS), 1.50-2.49- Disagree/Unsatisfactory (US), 1.00-1.49- Strongly Disagree/Very Unsatisfactory (VUS)

Based on the data provided, the mean scores for each of the five indicators related to organization and structure in Table 11 indicates an excellent performance outcome. This suggests that the faculty remains efficient and focused, and that each employee understands their job and its place within the overall system. Furthermore, the operations are more efficient and effective and the staff is allowed to work together as a group within their individual functions to manage tasks. There is also enhanced cooperation and information sharing among functions, divisions and staff.

Table. 12 Correlation of Decision Making to School Performance Outcomes.

School Performance Outcomes								
Decision Making	and	and	Effectiveness	Developme	Involvement	Effective	and	
Curriculum	Instruction	Accountability	Professional	nt Family	Stakeholder	Leadership	Structure	
	Assessment	Teacher	l		Engagement	Organization	Sustainability	

autocratic	.398**	.217**	.301**	.365**	.304**	.320**	.254**	.287**	.265**	
										.302**
informed autocratic										.259**
individual										.536**
consultative group										.497**
consultative group										.514**
<u>agreement</u>										.513**
										.477**
										.510**
										.512**
										.567**
										.555**
										.571**
										.499**
										.516**
										.536**
										.527**
										.522**
										.524**
										.572**
										.535**
										.452**
										.283**
										.350**
										.427**
										.346**
										.362**
										.309**
										.356**
										.319**
										.412**
										.225**
										.290**
										.372**
										.292**
										.306**
										.227**

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

Table 12 shows the correlation between decision making and school performance outcomes. All the variables are correlated. It can be gleaned in the table that group agreement style of decision making has the highest positive correlations with all school performance outcomes followed by the group consultative style. The autocratic, informed autocratic and individual consultative styles also have a positive correlation with school performance outcomes but to a lesser extent than the group styles.

Group decision making styles are positively associated with better school performance outcomes. Given that there are concerns that call for school head, teachers, parents and stakeholders collaboration, it is essential that problems and improvements in school are shared. Meetings can be done for information dissemination and sharing of ideas. Decisions depends on what is good and prompts in the school after evaluating the given suggestions from the group.

Overall, the table implies that decision making style is important factor in school performance outcomes. Group decision-making styles are positively associated with better school performance outcomes.

Table. 13 Correlation of Work Commitment to School Performance Outcomes

School Performance Outcomes	Work Commitment							
	Instruction Curriculum and Assessment and Accountability	Teacher Effectiveness Professional	Development Family Involvement	Stakeholder Engagement Effective	Leadership Organization and Structure	Sustainability		
job satisfaction	.681**	.626**	.661**	.670**	.697**	.661**	.611**	.672**
job performance	.672**	.711**	.696**	.675**	.669**	.745**	.684**	.699**
organizational culture	.682**	.710**	.752**	.715**	.715**	.707**	.720**	.757**
intrinsic motivation	.714**	.690**	.708**	.676**	.730**	.667**	.652**	.738**
								.670**

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

Table 13 shows the correlation between work commitment and school performance outcomes. All the variables are correlated. It shows that in work commitment variables, the job performance and school performance outcomes have the strongest positive correlation. Intrinsic motivation also has a strong positive correlation with school performance outcomes. Job satisfaction and organizational culture also have positive correlations with school

performance outcomes but to a lesser extent than job performance and intrinsic motivation.

Teachers are very committed for a variety of reasons. They have performance goals because they receive ratings on the IPCRF, which stands for Individual Performance Commitment and Review Form. They will benefit if they receive a high ranking because it will increase their chances of advancement. It also has an effect on schools; if there is high school-based management level, school performance outcomes will be rated as excellent. Teachers also receiving incentives, having the chance to be promoted, receiving awards and recognition, and taking free trainings and seminars that make them committed to work that result to better school performance outcomes.

Overall, the table implies that work commitment is important factor in school performance outcomes. High levels of work commitment particularly in job performance and intrinsic motivation are positively associated with better school performance outcomes.

Acknowledgements

Dr. Mario R. Briones, the University President, for instilling to each and every one of us the value of character and service.

Dr. Eden C. Callo, the Vice President for Academic Affairs, for inspiring the graduating students to study harder and for her guidance and support.

Dr. Edilberto Z. Andal, the Dean of College of Teacher Education, for doing his best to maintain the organization in the college and for being a good model for other teachers and students.

Dr. Elisa N. Chua, researcher's adviser for the patience in giving worthy advice and insights and for sharing her expertise in the field of study;

Dr. Eva F. Puyo, the researcher's statistician, for her commendable effort in computing the necessary data for this study.

Dr. Elsa C. Callo, for being my subject specialist and for supervising and advising in my study. **Dr. Edilberto Z. Andal**, the researcher's technical editor, for assistance and words of encouragement and for his time and effort in checking this manuscript.

School Heads, for allowing the researcher to conduct her study in the school.

Teacher Respondents, for cooperating in answering the online response instrument of the researcher; My family, relatives, friends, and classmates, for all joyful moments and moral support in completing this work.

And above all, to **God Almighty**, for the wisdom and perseverance. He bestowed upon the

researchers. References

- Ainscow, M. (2018). Special needs through school improvement; school improvement through special needs. In *Towards inclusive schools?* (pp. 63-77). Routledge.
- Aydin, H., Ozfidan, B., & Carothers, D. (2017). Meeting the challenges of curriculum and instruction in school settings in the United States. *Journal of Social Studies Education Research*, 8(3), 76-92.
- Baumann, D. J., Fluke, J. D., Dalglish, L., & Kern, H. (2014). The decision-making ecology. *From evidence to outcomes in child welfare: An international reader*, 24-40.
- Caliba, I. (2022). Self-Efficacy, Working Conditions, School-Based Management Practices and Performance of Teachers. *Psychology and Education: A Multidisciplinary Journal*, 1(2), 107-125.
- Chen, D. (2011). School-based management, school decision-making and education outcomes in Indonesian primary schools. *World Bank Policy Research Working Paper*, (5809).
- Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance--A Critical Literature Review*. Consortium on Chicago School Research. 1313 East 60th Street, Chicago, IL 60637.
- Flake, L. H. (2017). A Look at the Relationship of Curriculum and Instruction and the Art and Science of Teaching. *Asian Journal of Education and Training*, 3(2), 82-85.
- Fletcher, F. E., Allen, S., Vickers, S. M., Beavers, T., Hamlin, C. M., Young-Foster, D., ... & Erwin, P. C. (2020). COVID-19's Impact on the African American Community: a stakeholder engagement approach to increase public awareness through virtual town halls. *Health Equity*, 4(1), 320-325.
- Fuchs, D., Fuchs, L. S., & Vaughn, S. (2014). What is intensive instruction and why is it important? *Teaching Exceptional Children*, 46(4), 13-18.

- Grinshtain, Y., & Addi-Raccah, A. (2020). Domains of decision-making and forms of capital among men and women teachers. *International Journal of Educational Management*.
- Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*. Routledge.
- Haywood, H. C., & Tzuriel, D. (Eds.). (2013). *Interactive assessment*. Springer Science & Business Media.
- Ilomäki, L., & Lakkala, M. (2018). Digital technology and practices for school improvement: innovative digital school model. *Research and practice in technology enhanced learning*, 13(1), 1-32.
- Kizlik, B. (2012). Measurement, assessment, and evaluation in education. Retrieved October 10, 2015.
- Olcum, D., & Titrek, O. (2015). The effect of school administrators' decision-making styles on teacher job satisfaction. *Procedia-Social and Behavioral Sciences*, 197, 1936-1946.
- Oludeyi, O. S. (2015). A review of literature on work environment and work commitment: implication for future research in citadels of learning. *Journal of Human Resource Management*, 18(2), 32-46.
- O'Neill, O. (2013). Intelligent accountability in education. *Oxford Review of Education*, 39(1), 4-16.
- Paolini, A. (2015). Enhancing Teaching Effectiveness and Student Learning Outcomes. *Journal of Effective Teaching*, 15(1), 20-33.
- Pettigrew, A.M. (2013). The Politics of Organizational Decision-Making (1st ed.). Routledge. <https://doi.org/10.4324/9781315824116>
- Phillipson, J., Lowe, P., Proctor, A., & Ruto, E. (2012). Stakeholder engagement and knowledge exchange in environmental research. *Journal of environmental management*, 95(1), 56-65.
- Rink, J. E. (2013). Measuring teacher effectiveness in physical education. *Research Quarterly for Exercise and Sport*, 84(4), 407-418.
- Sarafidou, J. O., & Chatziioannidis, G. (2013). Teacher participation in decision making and its impact on school and teachers. *International Journal of Educational Management*.
- Shahzad, F., Luqman, R. A., Khan, A. R., & Shabbir, L. (2012). Impact of organizational culture on organizational performance: An overview. *Interdisciplinary journal of contemporary research in business*.
- Shin, J., & Grant, A. M. (2019). Bored by interest: How intrinsic motivation in one task can reduce performance on other tasks. *Academy of Management Journal*, 62(2), 415-436.
- Silvius, G. (2017). Sustainability as a new school of thought in project management. *Journal of cleaner production*, 166, 1479-1493.
- Swarnalatha, S. (2016). Work commitment of secondary school teachers. *International Journal of Indian Psychology*, 3(4), 84-89.
- Uslu, F., & Gizir, S. (2017). School belonging of adolescents: The role of teacher–student relationships, peer relationships, and family involvement. *Educational Sciences: Theory & Practice*, 17(1).
- Van Voorhis, F. L., Maier, M. F., Epstein, J. L., & Lloyd, C. M. (2013). The impact of family involvement on the education of children ages 3 to 8: A focus on literacy and math achievement outcomes and social-emotional skills. *MDRC*.
- Zhu, Y. (2013). A review of job satisfaction. *Asian Social Science*, 9(1), 293.
- <https://www.linkedin.com/pulse/4-domains-decision-making-how-market-each-elizabeth-burnam>
- [https://www.eera-eecer.de/eecer-programmes/conference/5/contribution/19967/#:~:text=Increased%20teacher%20involvement%20in%20school,1994%3B%20Somech%2C%202010\).](https://www.eera-eecer.de/eecer-programmes/conference/5/contribution/19967/#:~:text=Increased%20teacher%20involvement%20in%20school,1994%3B%20Somech%2C%202010).)