

Workplace Culture and Organizational Commitment as Correlates of Teachers' Motivation and Performance

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Abstract

This study examined how workplace culture and organizational commitment influence teachers' motivation and performance. Using a quantitative-descriptive-correlational design, data were collected from 119 teachers in medium-sized schools under the Nagcarlan Sub-Office, Division of Laguna, through a validated questionnaire. Statistical tools such as mean, standard deviation, and Pearson product-moment correlation were used to determine the strength and significance of relationships among the variables. Results revealed that teachers perceived a positive workplace culture and high levels of organizational commitment, motivation, and work performance. A significant positive correlation between workplace culture and both motivation and performance, particularly in dominant characteristics. Organizational commitment, particularly the normative aspect, was positively linked to teachers' motivation and work performance, while continuance commitment showed the weak positive correlation.

The study highlights the importance of a supportive, collaborative school culture and strong emotional and moral ties to the organization in support to teacher's motivation and performance. It recommends implementing leadership development programs for school leaders, establishing support initiatives to enhance teacher commitment, and introducing comprehensive teacher support and wellness programs to address motivation and performance, all aimed at fostering a more supportive and effective educational environment.

Keywords: workplace culture, organizational commitment, teachers' motivation, teachers' performance

1. Introduction

Support to teachers is vital for ensuring schools function adequately. The effectiveness of educational systems greatly hinges on how teachers are trained and supplied. As part of the continuous drive to improve the quality of the education system in the Philippines, it is the mission of the Governance of Basic Education Act of 2001 (Republic Act No. 9155) to provide teachers with a supportive working environment. The legal framework thus emphasizes the need for conducive classroom conditions to attract better teachers and suggests that an integrated approach to supporting teachers will be critical to improving the overall education system. It also calls for the creation of an organizational environment in schools that enhances the quality of teaching and learning. Teacher

training and support is one of the five major reform strategies under the Basic Education Sector Reform Agenda (BESRA) (DepEd Order No. 42, s. 2016). The above-mentioned laws number among the steps being taken to ensure that the country achieves better health, equity, and development through various sectoral interventions.

In the landscape of education, teachers' motivation enthusiasm, and performance may be influenced by interplay with workplace culture. Study of this phenomenon is necessary as educators and educational institutions strive to improve the effectiveness of their practice and achieve better learning outcomes. Hence, it is necessary to understand the environment's contribution to the problem, this being the relative contribution of workplace culture. Studies in this field have found that the psychological well-being, job satisfaction and professional growth of a teacher can be profoundly influenced by the workplace culture.

Katsantonis (2020) points out that function variables of organization cultures affect the stress and psychological well-being of teachers. Cantillon et al. (2022) make the point that the development of their identity as learners and teachers was, in part, accomplished by engaging with various approaches to education. In addition, Mardiyah (2024) concludes that the culture of teacher effectiveness depends upon the experience at the school levels and does not directly transfer from teachers' preparation into practice.

Workplace culture plays a pivotal role in shaping teachers' motivation and performance, as it directly affects how educators engage with their roles and responsibilities. A positive school culture—characterized by mutual respect, shared values, and supportive leadership—creates an environment where teachers feel connected, valued, and aligned with the institution's goals. According to Pratama (2022) and Sandler (2023), such cultural settings foster motivation by encouraging collaboration, reinforcing professional identity, and promoting job satisfaction. These conditions ultimately enhance teaching performance and educational outcomes. Research by Khairiah (2024) and McNamara et al. (2021) emphasizes that a school culture grounded in positive norms, behavioral expectations, and collective values promotes educators' well-being, helping to prevent burnout and maintain high levels of competence. Conversely, toxic work environments erode morale and diminish teaching effectiveness, underlining the necessity of cultivating a healthy organizational culture in schools.

Closely tied to workplace culture, organizational commitment is another critical factor influencing teachers' motivation and performance. This psychological attachment reflects the extent to which educators identify with and are willing to invest in their institution's mission and values. Studies by Supriyati et al. (2021) and Bukšnytė-Marmienė et al. (2023) reveal that high organizational commitment correlates with reduced burnout, increased job satisfaction, and improved instructional quality. Furthermore, research highlights that leadership—particularly transformational and instructional leadership—can significantly enhance commitment and motivation by providing support, resources, and recognition (Ariansyah et al., 2020; Albuni, 2022). When teachers are both motivated and committed, their performance improves through enhanced discipline, creativity, and adaptability (Macagbo, 2020; Silfiati et al., 2022). This reinforces the view that a strong alignment between workplace culture and organizational commitment is essential for sustaining teacher motivation and maximizing educational effectiveness. This study is informed by the challenges that have seen confronting teachers on their workplace and the need to systematically address them. The problems associated with negative in work culture and low organizational commitment have far-reaching consequences on teacher performance, which in return affects student outcomes. By conducting scholarly analysis in these areas, the research will provide tools that can inform policy and support for improving the working environment of teachers and, consequently, support the entire system.

The research is aimed at analyzing how workplace culture and organizational commitment correlates with teachers' motivation and performance. It is devoted to priority area of scientific activity dedicated to improvement of educational quality through the enhancement of teachers' work productivity and job. Through the research activities proposed, it is anticipated that a contribution to the larger goal of

educational excellence and reform in the Philippines will also be possible. In the context of teacher effectiveness, understanding how workplace culture and organizational commitment account for variations in teacher performance is critical for developing policies that help both educators and, ultimately, students.

1.1 Statement of the Problem

This study aimed to determine the extent to which workplace culture and organizational commitment influence teachers' motivation, and performance.

Specifically, this study sought to answer the following questions:

1. What is the teachers' perceived level of workplace culture in their work with reference to:
 - 1.1 dominant characteristics;
 - 1.2 organizational leadership;
 - 1.3 management of employees;
 - 1.4 organization glue;
 - 1.5 strategic emphases; and
 - 1.6 criteria of success?
2. What is the teachers' perceived level of organizational commitment, in terms of:
 - 2.1 affective dimensions;
 - 2.2 continuance dimensions; and
 - 2.3 normative dimensions?
3. What is the level of teachers' motivation and in terms of:
 - 3.1 existence;
 - 3.2 relatedness; and
 - 3.3 growth?
4. How do the teachers describe their work performance, in terms of:
 - 4.1 teaching planning;
 - 4.2 classroom organization;
 - 4.3 monitoring and evaluation; and
 - 4.4 teacher leadership?
5. Is there any significant relationship between workplace culture
 - 5.1 teachers' motivation?
 - 5.2 teachers' work performance?
6. Is there any significant relationship between organizational commitment
 - 6.1 teachers' motivation?
 - 6.2 teachers' work performance?

2. Methodology

This study aimed to identify the relationship of workplace culture and organizational commitment to teachers' motivation and performance. Therefore, the study employed a quantitative research method to numerically present the correlation among the variables. Specifically, the study tested the relationship; thus, a descriptive-correlational study was employed to describe the level of correlation and its significance.

A descriptive correlational research design entails the description and interpretation of a particular issue or phenomenon. It aims to explore and understand the relationships between different variables, assessing whether an association exists among them. This type of research typically involves systematic data collection, organization, and tabulation to facilitate meaningful analysis and interpretation.

(Magtibay, 2015; Sevilla, 2008)

Furthermore, the research particularly used a quantitative-descriptive-correlational research design since, aside from describing the correlation, the research first collected and described the workplace culture, and levels of organizational commitment, and teachers' motivation and performance. This design was effective since it produced a numerical value which was a basis for hypothesis testing for more accurate recommendations and conclusions.

The study surveyed 119 teachers from 11 identified medium schools within the Nagcarlan Sub-Office, Schools Division Office of Laguna. Table 1 presents the distribution of these respondents. The qualifying criteria for the study were that the respondents should be teachers from medium schools in Nagcarlan Sub-Office, Schools Division Office of Laguna. Moreover, aside from those qualifications, the respondents had to agree to provide consent and be in good mind when answering the survey. Lastly, a survey was only not included if it did not conform with the consent form and had incomplete information in terms of responses. This ensured that all data used in the study came from reliable, ethical sources. By setting these clear inclusion standards, the study maintained the validity and integrity of its findings.

To gather the needed data, an adapted and researcher-made survey was used. According to Taheerdost (2023), a survey is one of the evident tools in the conduct of research. It enables the researcher to collect data through direct and measurable responses from the research participants. In addition to this, the survey utilized close-ended questions through a Likert Scale in collecting information regarding socio-demographic profiles, except in workplace culture, organizational commitment, teachers' motivation, and performance. These were particularly measured through qualitative answers but were measured and formulated into quantitative results (Holmes, 2023).

Specifically, the survey that will be created will have five parts.

Part 1 contained the socio-demographic profile of the respondents, in terms of sex, age, position, the name of school, and last IPCRF rating.

Furthermore, for Part 2 measured the workplace culture as perceived by the teachers using the adopted version of the Organizational Culture Assessment Instrument (OCAI) by Cameron and Quinn (2006), which had six constructs: dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphases, and criteria of success. All of these had four questions that were adopted to be measured using a four-point Likert Scale ranging from "Highly Manifested" to "Not Manifested."

In addition, Part 3 collected the perceived level of organizational commitment of teachers using the adopted questionnaire from Al-Haroon and Al-Qahtani (2020). This questionnaire had three constructs: affective, continuance, and normative dimensions, each with six questions. The questions were adopted to be measured using a four-point Likert Scale ranging from "Highly Manifested" to "Not Manifested."

Moreover, Part 4 collected the teachers' responses regarding their perceived level of likelihood in being motivated within the constructs of Alderfer's ERG Theory: existence, relatedness, and growth. This set of questions was researcher-made, and each construct had six questions. All of these were measured using a four-point Likert Scale ranging from "Always" to "Never."

Lastly, Part 5 of the questionnaire measured the teachers' performance in terms of teaching planning, classroom organization, monitoring and evaluation, and teacher leadership. The questions were adopted from Saleem et al. (2020) to be answered in terms of self-observation using the same four-point Likert Scale of "Strongly Agree" to "Strongly Disagree."

In order for the study to aim for its objective, the researcher did the following:

Essential approval and authorization were secured in the formulation of the study and in the presentation of the proposal. Once this was approved, the researcher formulated a survey which was validated by experts and underwent reliability tests to ensure the correctness of the content and questions.

Additionally, the survey underwent ethical measurement from the ethical committee of the institution, and finally, all secured approvals of the research proposal were submitted to the research adviser and the school research committee.

Moreover, once the study was permitted by the school to be conducted, necessary permits and letters to conduct the study were secured from the Schools Division Office of Laguna through the Schools Division Superintendent. This request sought permission to distribute the questionnaire to public elementary teachers in medium schools of Nagcarlan Sub-Office. Once the conduct of the study was approved, the researcher gathered data through the approved survey. The Public Schools District Supervisor and school heads were requested for assistance to ensure the success of the distribution of the research instrument.

As the survey commenced, the researcher gathered the answers and tabulated the data in order to perform the necessary statistical analysis and formulate conclusions and recommendations. Then, once the data was presented and approved, the data gathered and collected from the survey was discarded to ensure the privacy and safety of the respondents.

The study employed the following statistical treatments. Frequency and percentage were utilized to tally and present the demographic profile of the respondents, specifically their age, sex, position, and school. To generalize the collected responses from the teachers concerning their IPCRF rating, perceived workplace culture and organizational commitment, and motivation and performance in work, Mean and Standard Deviation were calculated. Furthermore, Pearson Product Moment Correlation (Pearson's R) was applied to correlate the perceived workplace culture and organizational commitment with teachers' motivation and performance in work. This statistical test was chosen because the responses for these variables were collected using an ordinal scale, which typically necessitates a non-parametric test like Spearman's correlation; however, Pearson's R was used at a 95% confidence level and a 0.05 p-value to determine the rejection of the null hypothesis indicating no significant relationship between the variables.

3.Results and Discussion

Table 1. Level of Workplace Culture in reference to Dominant Characteristics

	Indicators	Mean	SD	VI
The organization...				
1.	fosters a strong sense of community, like an extended family, where people feel comfortable sharing personal things.	3.63	0.49	Very High
2.	characterizes an energetic and business-minded atmosphere, where people are encouraged to take risks and try new ideas.	3.52	0.53	Very High
3.	prioritizes results and achieving goals, where individuals are highly competitive and driven to succeed.	3.62	0.49	Very High
4.	operates within a highly structured and controlled environment, following strict rules and procedures.	3.56	0.53	Very High
5.	expect people to take action and lead but within a structured environment.	3.56	0.52	Very High
Overall		3.58	0.39	Very High

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.0 (Very High)

The data in Table 1 shows that the teacher-respondents perceived their school, as an organization, has a workplace culture as to dominant characteristic as 'very high' manifested. The overall mean is 3.58 suggesting that school propose collaboration in performing school activities and prioritizes achievements of goals.

This can be observed during the crafting of the School Improvement Plan (SIP), where the school head actively involves teachers and other stakeholders in setting goals and identifying priority areas for development. By engaging various members of the school community in strategic planning, the school cultivates a sense of shared responsibility and collective decision-making.

During the School-Based Management (SBM) accreditation process, the validation of data plays

a critical role in aligning the school's programs and activities with its established goals. Teachers and school leaders work together in setting targets, monitoring progress, and making data-informed decisions, showcasing a leadership framework that is both organized and participative. This reflects a dominant characteristic of the school's organizational culture—encouraging leadership within an organized framework.

Table 2. Level of Workplace Culture in reference to Organizational Leadership

Indicators		Mean	SD	VI
My school head...				
1.	is known for guiding, helping, and supporting both teachers and learners to grow.	3.48	0.57	High
2.	is seen as determined and creative, encouraging new ideas and taking risks.	3.48	0.58	High
3.	is considered to have a no-nonsense approach, focusing strongly on achieving results.	3.44	0.61	High
4.	is recognized for making sure planning and organization run smoothly.	3.59	0.54	Very High
5.	is admired for keeping everything well-organized and efficient.	3.53	0.61	Very High
Overall		3.50	0.49	Very High

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.0 (Very High)

The results in Table 2 provides the teacher-respondents perceived their school's workplace culture in reference to organizational leadership as very highly manifested. The overall mean rating of 3.50 indicates that leadership across the Sub-Office consistently demonstrate key leadership qualities. This includes supporting teachers and learners, encouraging innovation and risk-taking, driving results with determination, and ensuring efficient planning. Such effective leadership reflects a school culture focused on continuous improvement, collaboration, and successful program implementation.

In the context of Nagcarlan Sub-Office, the findings mirror the Sub-Office's ongoing efforts to strengthen instructional leadership and foster a positive school culture. The data supports the notion that school leaders within the Sub-Office are proactive in setting clear goals, maintaining open lines of communication, and empowering their staff to take ownership of both challenges and successes. These qualities contribute to an atmosphere where innovation is welcomed, professional development is prioritized, and the overall educational experience is enhanced through strong, visionary leadership.

Table 3. Level of Workplace Culture in reference to Management of Employees

Indicators		Mean	SD	VI
The organization...				
1.	values teamwork, cooperation, and getting everyone involved in decision-making.	3.51	0.57	Very High
2.	encourages people to take risks, be creative, and express their uniqueness.	3.57	0.55	Very High
3.	focuses on being competitive, setting high expectations, and reaching goals.	3.46	0.62	High
4.	prioritizes job security and a stable work environment.	3.50	0.60	Very High
5.	believes in building strong relationships and creating a supportive environment.	3.59	0.56	Very High
Overall		3.53	0.48	Very High

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.0 (Very High)

The results in Table 3 show that the respondents perceived the level of workplace culture in reference to management of employees as very highly manifested. The overall mean rating of 3.53 reflects that organizations are consistently applying effective approaches in managing their personnel. These include valuing teamwork and inclusive decision-making, encouraging creativity and individual expression, promoting job security and a stable work environment, and fostering strong, supportive interpersonal relationships.

This was evident during a regular faculty meeting when the school head initiated a collaborative planning session for an upcoming program. Instead of assigning tasks arbitrarily, the school head

encouraged teachers to share their ideas and volunteer for roles that matched their strengths. This inclusive strategy promoted a spirit of teamwork and ownership among teachers across different grade levels. Moreover, the school leadership fosters supportive relationships through team-building activities, consultative meetings, and the recognition of achievements via the Division-initiated reward program, ‘Gawad Marangal’. These efforts have strengthened the bonds among teaching and non-teaching staff, enhancing their sense of belonging and boosting morale. As a result, staff members are more motivated to contribute actively and support the school’s goals.

Table 4. Level of Workplace Culture in reference to Organization Glue

	Indicators	Mean	SD	VI
The organization...				
1.	builds a strong sense of unity, trust, and loyalty among teachers, learners, and the community.	3.54	0.56	Very High
2.	unifies the school's commitment to innovation and development, with an emphasis on cutting-edge educational approaches.	3.53	0.55	Very High
3.	encourages everyone to work towards goals and celebrate achievements.	3.56	0.55	Very High
4.	follows rules and policies to keep the school running smoothly and efficiently.	3.65	0.50	Very High
5.	fosters a positive environment where everyone is committed to the school's growth and progress.	3.58	0.56	Very High
Overall		3.57	0.45	Very High

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.0 (Very High)

The results in Table 4 show that the respondents perceived the level of workplace culture in reference to organization glue as very highly manifested. The overall mean rating of 3.57 reflects that schools are effectively upholding shared values and practices that strengthen unity and collaboration within the school community. These efforts aim to build trust, encourage innovation, align goals, ensure efficient operations, and create a positive, growth-oriented school environment. This strong organizational glue plays a crucial role in fostering commitment and motivating staff to work toward common objectives.

This was particularly seen during the school’s annual Brigada Eskwela. The school organization led the initiative by gathering teachers, parents, barangay officials, alumni, and private partners for a week-long school preparation campaign. The activity not only ensured that classrooms and facilities were ready for the opening of classes but also built a strong sense of unity, trust, and loyalty among stakeholders. Everyone worked together, driven by shared responsibility and love for the school. Also, the conduct of State of the School Address (SOSA), where the school head transparently shared the school’s status, including academic performance, resource needs, and improvement targets. This presentation emphasized aligned efforts toward common goals, as teachers and stakeholders were encouraged to commit to specific roles in addressing the school’s priority concerns.

Table 5. Level of Workplace Culture in reference to Strategic Emphases

	Indicators	Mean	SD	VI
The organization...				
1.	focuses on helping people grow and building trust, openness, and teamwork.	3.52	0.58	Very High
2.	works on getting new resources and creating challenges, always looking for new ideas and opportunities.	3.55	0.61	Very High
3.	stimulates healthy competition and success, aiming to reach goals and improve education.	3.56	0.55	Very High
4.	stresses permanence and stability, ensuring efficiency, control, and smooth operations within the school.	3.52	0.55	Very High
5.	drives innovation, encouraging everyone to try new things and improve.	3.54	0.56	Very High
Overall		3.54	0.49	Very High

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.0 (Very High)

Table 5 shows that the respondents perceived the level of workplace culture in reference to strategic emphases as very highly manifested. The overall mean rating of 3.54 reflects that organizations are effectively focusing on key priorities that drive growth and success. These efforts focus on fostering personal growth and teamwork, seeking new opportunities, promoting healthy competition, maintaining stable operations, and encouraging ongoing innovation and improvement within the school community.

In the context of Nagcarlan Sub-Office, the findings reflect the teachers' active engagement in various learning and development initiatives. Educators consistently participate in INSETs, school-based trainings, and programs offered by the division or region that align with current educational trends. Many teachers also pursue online courses and short-term trainings relevant to their subject areas. Schools frequently hold sharing sessions and discussions following these trainings, ensuring that the knowledge gained benefits not only individual teachers but the entire teaching community. This strong culture of continuous learning exemplifies the Sub-Office's strategic emphasis on fostering personal growth, teamwork, and innovation, while promoting sustained improvement and stability in teaching quality through accessible and meaningful professional development opportunities.

Table 6. Level of Workplace Culture in reference to Criteria of Success

Indicators		Mean	SD	VI
The organization...				
1.	describes success as helping people grow, encouraging teamwork, and caring for everyone's well-being.	3.58	0.58	Very High
2.	considers success as offering unique and new educational programs, making the school stand out as an innovator.	3.55	0.55	Very High
3.	govern success by achieving high academic results and outdoing the competition through excellence.	3.56	0.53	Very High
4.	frame success and view success as making sure everything is efficient, organized, and easy to manage.	3.61	0.52	Very High
5.	values success when it supports the growth and development of all staff.	3.57	0.55	Very High
Overall		3.57	0.47	Very High

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.0 (Very High)

The results in Table 6 show that the respondents perceived the level of workplace culture in reference to criteria of success as very highly manifested. The overall mean rating of 3.57 reflects that organizations consistently uphold clear standards for achievement. These focus on promoting personal growth, collaboration, and the well-being of all members; providing distinctive and innovative educational programs that set the school apart; pursuing academic excellence and competitiveness; ensuring efficient and effective organizational management; and prioritizing the continuous development of all staff.

This can be seen during the evaluation of teacher's performance through Results-Based Performance Management System (RPMS) as a key framework defining teacher quality which sets clear expectations for teachers' professional development and provides a uniform measure for assessing teacher performance. Also, the schools following Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program, regularly recognizing outstanding achievements during their Academic Excellence Awards, which motivates both learners and teachers to strive for excellence. Teachers participate in regular Learning Action Cells (LACs) where they share innovative teaching strategies and problem-solve collaboratively.

Table 7. Summary Table on Workplace Culture

Variables		Mean	SD	VI
1.	Dominant characteristic	3.58	.39	Very High
2.	Organizational leadership	3.50	.49	Very High

3.	Management of employees	3.53	.48	Very High
4.	Organization glue	3.57	.45	Very High
5.	Strategic emphases	3.54	.49	Very High
6.	Criteria of success	3.57	.47	Very High
Overall		3.55	.46	Very High

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.0 (Very High)

Table 7 provides the summary of teachers' perceptions of workplace culture across six key dimensions: Dominant Characteristic, Organizational Leadership, Management of Employees, Organizational Glue, Strategic Emphases, and Criteria of Success. All components received a "Very High" verbal interpretation with overall mean of 3.55, indicating that teachers view the school workplace culture as highly supportive, well-structured, and aligned with shared goals and values. The mean of 3.58 for the dominant characteristic of the workplace culture reflects a strong and foundational ethos within the school, indicating that the core traits and values defining the school's culture are well-established and highly valued by the teachers.

This finding is closely linked to Deci and Ryan's Self-Determination Theory (SDT), which emphasizes the importance of fulfilling teachers' basic psychological needs to foster motivation and job satisfaction. A workplace culture that scores very high in leadership, management, and organizational cohesion likely creates a workplace culture where these needs are met effectively. When these needs for autonomy, competence, and relatedness are satisfied, teachers are more engaged, committed, and motivated to perform well.

This can be seen all through the Department of Education initiatives like School-Based Management (SBM), Brigada Eskwela, and the Results-Based Performance Management System (RPMS) which collectively strengthen the school's workplace culture by fostering shared ownership, collaboration, and accountability among stakeholders. SBM builds a collaborative "family" environment by engaging school heads, teachers, parents, and the community, while Brigada Eskwela reinforces community involvement through volunteer mobilization. Meanwhile, RPMS ensures clear goal setting and performance accountability, aligning individual and organizational efforts toward continuous improvement and excellence.

Table 8. Level of Organizational Commitment in terms of Affective Dimensions

Indicators		Mean	SD	VI
As a teacher...				
1.	I would be excited to spend the rest of my teaching career at this school.	3.63	0.50	Very Highly Committed
2.	I care about the challenges and successes of this school as if they were my own.	3.71	0.45	Very Highly Committed
3.	I have a sense of belonging and connection to this school.	3.73	0.46	Very Highly Committed
4.	I feel emotionally connected and invested in the mission of this school.	3.79	0.41	Very Highly Committed
5.	I feel like part of the school community and family.	3.80	0.40	Very Highly Committed
6.	I appreciate how much this school means to me and how important it is in my teaching journey.	3.78	0.42	Very Highly Committed
Overall		3.74	0.30	Very Highly Committed

Legend: 1.0-1.49 (Not Committed); 1.50-2.49 (Fairly Committed); 2.50-3.49 (Highly Committed); 3.50-4.0 (Very Highly Committed)

Table 8 presents data that the respondents perceived the level of organizational commitment in terms of the affective dimension as very highly committed. The overall mean rating of 3.74 reflects that teachers demonstrate a strong emotional attachment and deep sense of connection to their school. This high level of affective commitment includes feeling a genuine desire to remain in the school, caring deeply about its challenges and successes, and identifying with its mission and goals. Teachers also

expressed a strong sense of belonging and appreciation for the school community, seeing it as a meaningful and essential part of their professional journey.

In Nagcarlan Sub-Office, the very high level of affective organizational commitment among teachers is evident through various initiatives that foster emotional connection and belonging. Programs such as Gender and Development (GAD) activities, field trip oculars, and collaborative planning promote teamwork and shared responsibility. Teachers also feel valued through recognition programs like the Sub-Office's Gawad Pugay Awards, which honor their dedication and service. These efforts contribute to teachers' strong emotional attachment to their schools and a genuine desire to remain part of the school community.

Table 9. Level of Organizational Commitment in terms of Continuance Dimensions

	Indicators	Mean	SD	VI
As a teacher...				
1.	staying at this school feels like both a necessity and a choice I truly want to make.	3.66	0.48	Very Highly Committed
2.	it would be very difficult for me to leave this school right now, even if I wanted to.	3.66	0.53	Very Highly Committed
3.	leaving this school would cause a lot of disruption in my life right now.	3.50	0.55	Very Highly Committed
4.	I feel like I have limited options, which makes leaving this school not a realistic choice for me.	3.38	0.62	Highly Committed
5.	if I hadn't already invested so much into this school, I might consider other opportunities, but I'm committed here.	3.43	0.62	Highly Committed
6.	one of the challenges of leaving this school would be the lack of good alternatives available to me.	3.28	0.72	Highly Committed
Overall		3.48	0.34	Highly Committed

Legend: 1.0-1.49 (Not Committed); 1.50-2.49 (Fairly Committed); 2.50-3.49 (Highly Committed); 3.50-4.0 (Very Highly Committed)

The results in Table 9 show that the respondents perceived the level of organizational commitment in terms of the continuance dimension as highly committed. The overall mean rating of 3.48 reflects that teachers are generally inclined to stay in their current school due to a combination of personal investment, limited alternatives, and the potential disruption that leaving might cause. Many respondents believe that staying at the school is both necessary and something they genuinely want. They also recognize that leaving could bring negative effects on both their professional and personal lives. While some items reflected only a high level of commitment, especially in terms of having limited choices or alternatives, the data still shows that teachers carefully consider the consequences of leaving. This reinforces their ongoing presence and dedication to the school.

This is gleaned in Nagcarlan Sub-Office when teachers often choose not to leave the profession, even if they wish to do so. Having a permanent position ensures regular income, access to retirement and GSIS benefits, and eligibility for salary increases, bonuses, and allowances mandated by national policies. Additionally, the benefit of paid summer breaks, unique to the teaching profession, provides financial and emotional relief that would be difficult to find in other jobs. These perks, alongside government-supported faculty development initiatives such as NEAP-recognized training and scholarships, contribute significantly to teachers' decisions to stay. While personal passion and dedication still play a role, many teachers admit that the potential loss of these long-term benefits and the disruption to their financial stability make leaving an unrealistic choice. As such, even those with other career aspirations or interests often decide to remain in their roles, reinforcing a high level of continuance commitment in the Sub-Office. This strong continuance commitment helps maintain staffing stability but may also limit mobility and professional growth for some educators. Understanding these factors is essential for designing policies that balance retention with opportunities for career advancement.

Table 10. Level of Organizational Commitment in terms of Normative Dimensions

Indicators		Mean	SD	VI
As a teacher...				
1.	I feel a sense of commitment to my school and its community.	3.71	0.46	Very Highly Committed
2.	I believe it's important to stay and continue contributing to my school currently. Even if there were personal advantages	3.65	0.50	Very Highly Committed
3.	I would feel deeply connected to my school and its people, and I value staying to contribute to its success.	3.72	0.45	Very Highly Committed
4.	I am proud to show loyalty to my school, which has supported me and helped me grow.	3.74	0.44	Very Highly Committed
5.	I feel a sense of responsibility to my students, co-teachers, and the school community, which makes it important for me to remain here and continue my journey.	3.71	0.49	Very Highly Committed
6.	I have gained so much from the guidance, support, and opportunities my school has offered, and I am grateful for the enriching experience.	3.67	0.51	Very Highly Committed
Overall		3.70	0.36	Very Highly Committed

Legend: 1.0-1.49 (Not Committed); 1.50-2.49 (Fairly Committed); 2.50-3.49 (Highly Committed); 3.50-4.0 (Very Highly Committed)

Table 10 presents data on the perceived level of organizational commitment of teacher-respondents in terms of the normative dimension. The results indicate that teachers demonstrate a strong sense of loyalty and moral obligation to their school, with an overall mean of 3.70 (SD = 0.359), suggesting that their commitment is rooted in the support, opportunities, and sense of belonging they have experienced.

Teachers display a high level of normative commitment, driven by the belief that it is their moral and ethical responsibility to remain with the organization. This commitment is deeply tied to a sense of obligation to contribute to the school's success and to repay any advantages or investments they've received. This psychological bond means teachers feel compelled to stay, often out of loyalty to their students and the teaching profession itself. Such devoted employees consistently show up, work diligently, safeguard school assets, and actively support the achievement of its goals.

Table 11. Summary Table on Organizational Commitment

Variables		Mean	SD	VI
1.	Affective dimension	3.74	.30	Very Highly Committed
2.	Continuance dimension	3.48	.34	Highly Committed
3.	Normative dimension	3.70	.36	Very Highly Committed
Overall		3.64	.33	Very Highly Committed

Legend: 1.0-1.49 (Not Committed); 1.50-2.49 (Fairly Committed); 2.50-3.49 (Highly Committed); 3.50-4.0 (Very Highly Committed)

As revealed by the summary data in Table 11, The summary table on organizational commitment shows that teachers in the school demonstrate a very high level of overall commitment, with an overall mean rating of 3.64. Specifically, teachers exhibit very high commitment in the affective dimension and normative dimension, indicating strong emotional attachment to the school and a deep sense of moral obligation to remain. Meanwhile, the continuance dimension received a slightly lower mean, reflecting a high—but not very high—level of commitment based on perceived costs of leaving, such as personal investment and limited alternatives.

This aligns with the Organizational Commitment Theory (OCT), which identifies affective, continuance, and normative commitment as reasons teachers stay dedicated. The data show that these high commitment levels promote positive work attitudes and motivation, supporting retention and strong performance.

Committed teachers create a safe and supportive learning environment while motivating their

students, earning them high respect and value within their communities. As vital human capital essential to a nation's educational progress, and with trust in their school's leadership, their commitment significantly contributes to achieving educational goals. This commitment fuels their passion, love, and energy to perform better, resulting in greater job satisfaction and consistent efforts to deliver high-quality instruction (Fityana, 2018).

Table 12. Level of Teachers' Motivation in terms of Existence

	Indicators	Mean	SD	VI
1.	How likely are you to feel that your basic financial needs are met through your current teaching salary?	3.26	0.60	Highly Motivated
2.	How likely are you to have access to adequate resources (e.g., teaching materials, technology) for your teaching needs?	3.33	0.60	Highly Motivated
3.	How likely are you to feel physically comfortable in your current teaching environment?	3.50	0.52	Very Highly Motivated
4.	How likely are you to have a secure and stable job in your current position?	3.52	0.53	Very Highly Motivated
5.	How likely are you to feel safe and secure within your school environment?	3.65	0.48	Very Highly Motivated
6.	How likely are you to have access to necessary professional development opportunities to enhance your teaching skills?	3.56	0.52	Very Highly Motivated
	Overall	3.47	0.39	Highly Motivated

Legend: 1.0-1.49 (Not Motivated); 1.50-2.49 (Motivated); 2.50-3.49 (Highly Motivated); 3.50-4.0 (Very Highly Motivated)

The data in Table 12 shows that the teacher-respondents perceived their level of motivation in terms of existence needs as highly motivated, with an overall mean rating of 3.47. This suggests that teachers generally feel their basic financial needs are met and that they have adequate access to necessary teaching resources. They also report feeling physically comfortable and safe in their teaching environment, with a strong sense of job security. Additionally, teachers recognize that professional development opportunities are available to help enhance their skills. While some indicators reached a very high level of motivation—such as physical comfort, job security, safety, and professional growth—others, like financial needs and access to resources, were rated as highly motivated, reflecting areas that may still benefit from continued support.

Within the context of Nagcarlan Sub-Office, this data reflects the Sub-Office's efforts to provide a stable and supportive working environment for teachers. School heads play a vital role by actively encouraging teachers to apply for promotions and motivating them to believe they deserve higher positions, which boosts their professional confidence and career outlook. They also take the initiative to provide necessary school materials despite budget limitations, often working with what is available to ensure teaching continues smoothly. Additionally, the government has shown ongoing commitment to improving teachers' financial well-being by gradually adjusting salaries and increasing benefits. This includes enhancements in health-related support and raising the cash allowance given at the start of the school year. All these efforts contribute to meeting the existence needs of teachers, supporting their motivation, and reinforcing their decision to remain in the profession despite existing challenges. Such comprehensive support helps create a more resilient and committed teaching workforce in the Sub-Office.

Table 13. Level of Teachers' Motivation in terms of Relatedness

	Indicators	Mean	SD	VI
1.	How likely are you to feel a sense of belonging in your school?	3.64	0.50	Very Highly Motivated
2.	How likely are you to feel supported by your colleagues?	3.56	0.53	Very Highly Motivated
3.	How likely are you to have positive relationships with your learners?	3.66	0.48	Very Highly Motivated
4.	How likely are you to receive constructive feedback from your supervisors?	3.45	0.56	Highly Motivated

5.	How likely are you to feel that your contributions are valued by your school administration?	3.48	0.57	Highly Motivated
6.	How likely are you to collaborate effectively with other teachers in your school?	3.64	0.50	Very Highly Motivated
Overall		3.57	0.38	Very Highly Motivated

Legend: 1.0-1.49 (Not Motivated); 1.50-2.49 (Motivated); 2.50-3.49 (Highly Motivated); 3.50-4.0 (Very Highly Motivated)

Table 13 shows that the teacher-respondents perceived their level of motivation in terms of relatedness needs as very highly motivated, with an overall mean of 3.57. This indicates that teachers feel a strong sense of connection and belonging within their school communities. The results suggest that they experience supportive relationships with colleagues, foster positive interactions with learners, and collaborate effectively with fellow teachers. High motivation levels are also linked to feeling part of a cohesive school environment and being acknowledged for their contributions. Although receiving constructive feedback from supervisors and feeling valued by the school administration were rated slightly lower and categorized as highly motivated, these indicators still contribute to sustaining teacher motivation.

In the context of Nagcarlan Sub-Office, the very high level of teacher motivation in terms of relatedness needs can be attributed to several supportive strategies that foster connection and belonging within the school community. Mentorship programs pair experienced teachers with new or struggling educators, promoting guidance and professional growth. Teacher-led initiatives and committees empower educators to take leadership roles, while peer observation and feedback systems encourage collaboration and shared learning. Recognition and celebration programs, such as awards and appreciation days, acknowledge teachers' efforts and reinforce their value. Collaborative decision-making lets teachers take part in planning, boosting their ownership and connection. Together, these efforts create a supportive and motivating work environment.

Table 14. Level of Teachers' Motivation in terms of Growth

	Indicators	Mean	SD	VI
1.	How likely are you to have opportunities for professional growth and advancement in your current position?	3.52	0.52	Very Highly Motivated
2.	How likely are you to feel challenged and stimulated by your teaching responsibilities?	3.50	0.54	Very Highly Motivated
3.	How likely are you to set and achieve personal and professional goals?	3.51	0.55	Very Highly Motivated
4.	How likely are you to feel that your work as a teacher allows you to develop new skills?	3.58	0.53	Very Highly Motivated
5.	How likely are you to pursue further education or training to enhance your teaching career?	3.50	0.55	Very Highly Motivated
6.	How likely are you to receive recognition for your professional achievements?	3.54	0.52	Very Highly Motivated
Overall		3.53	0.40	Very Highly Motivated

Legend: 1.0-1.49 (Not Motivated); 1.50-2.49 (Motivated); 2.50-3.49 (Highly Motivated); 3.50-4.0 (Very Highly Motivated)

The data in Table 14 shows that the teacher-respondents perceived their level of motivation in terms of growth needs as very highly motivated. The overall mean of 3.53 indicates that teachers feel they are provided with ample opportunities for professional development, advancement, and recognition in their careers. The responses suggest that teachers experience meaningful challenges in their teaching roles, continuously develop new skills, and actively pursue further education or training. They are also likely to set and achieve personal and professional goals. This level of motivation affirms that teachers view their work as a fulfilling avenue for continuous learning and growth within the educational system.

This very highly motivated perception is evident in how teachers in Nagcarlan Sub-Office actively engage with various professional development opportunities provided through the National

Educators Academy of the Philippines (NEAP) Professional Development Framework and career progression programs. They benefit from partnerships aimed at upskilling, participate regularly in in-service training (INSET), and collaborate in Learning Action Cells (LACs) to enhance their teaching practices. Access to technology is supported by the DepEd Computerization Program (DCP), while performance is monitored and encouraged through the Results-based Performance Management System (RPMS). Efforts to address workload concerns and promote research initiatives, such as those funded by the Basic Education Research Fund (BERF), further contribute to their growth. Recognition programs like the Program on Awards and Incentives for Service Excellence (PRAISE), performance-based incentives, loyalty awards, and local honors such as the ‘Gawad Pugay’ reinforce teachers’ commitment and motivation, creating an environment where continuous professional growth is both encouraged and celebrated.

Table 15. Summary Table on Teachers’ Motivation

Variables		Mean	SD	VI
1.	Existence	3.47	.39	Highly Motivated
2.	Relatedness	3.57	.38	Very Highly Motivated
3.	Growth	3.53	.40	Very Highly Motivated
Overall		3.52	.39	Very Highly Motivated

Legend: 1.0-1.49 (Not Motivated); 1.50-2.49 (Motivated); 2.50-3.49 (Highly Motivated); 3.50-4.0 (Very Highly Motivated)

Table 15 provides the summary table of teachers' motivation levels based on three key variables: Existence, Relatedness, and Growth. Each variable received a high verbal interpretation, with mean scores ranging from 3.47 to 3.57. Specifically, the Existence variable scored a mean of 3.47, indicating teachers are highly motivated in meeting their basic needs and job security. The Relatedness variable obtained the highest mean of 3.57, reflecting that teachers feel very highly motivated through their social connections and sense of belonging in the workplace. Similarly, the Growth variable scored a mean of 3.53, showing that teachers are very highly motivated by opportunities for personal and professional development.

This interpretation closely aligns with Deci and Ryan’s SDT which emphasizes three fundamental psychological needs autonomy sense of existence relatedness and growth competence and development as essential factors driving intrinsic motivation and job satisfaction. The elevated motivation scores in these areas indicate that teachers’ work environments are successfully meeting these needs creating a setting that supports independence social connection and professional advancement. Consequently, this fosters greater enthusiasm and dedication in their roles.

This very highly motivated perception is evident in how teachers in Nagcarlan Sub-Office benefit from various DepEd initiatives addressing their fundamental needs and professional growth. Teachers’ existence needs are supported through salary standardization, new allowances, hazard pay, improved facilities, and workload management. Their relatedness needs are met through collaborative programs and recognition events, while growth needs are supported by professional development, research, and skill-building partnerships, all boosting motivation and satisfaction.

Table 16. Teachers’ Work Performance in terms of Teaching Planning

Indicators		Mean	SD	VI
<i>As a teacher, I...</i>				
1.	develop comprehensive lesson plans that include clear objectives, outcomes, and activities.	3.57	0.50	Outstanding
2.	use differentiated instruction strategies to support diverse learning styles and levels.	3.61	0.51	Outstanding
3.	carefully select and integrate appropriate teaching aids, such as visual aids, technology, and manipulatives, to enhance learning.	3.60	0.51	Outstanding
4.	offer constructive feedback and encourage self-assessment to help learners	3.64	0.48	Outstanding

5.	improve their skills. implement classroom management strategies that promote a positive and inclusive learning environment.	3.66	0.48	Outstanding
Overall		3.61	0.37	Outstanding

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Satisfactory); 2.50-3.49 (Very Satisfactory); 3.50-4.0 (Outstanding)

The data in the Table 16 shows that the teacher-respondents perceive their work performance in terms of teaching planning as outstanding. The overall mean score of 3.61 indicates a high level of competence in developing comprehensive lesson plans with clear objectives and activities, utilizing differentiated instruction strategies, selecting appropriate teaching aids, providing constructive feedback, and applying effective classroom management strategies.

These results suggest that teachers demonstrate strong teaching planning skills by creating clear, well-structured lesson plans, using varied instructional strategies and teaching aids, and fostering a positive, supportive classroom environment. This reflects their high professional competence in enhancing students' literacy, numeracy, and critical thinking.

In Nagcarlan Sub-Office, the "Outstanding" rating is clearly reflected in respondents' consistent demonstration of strong teaching planning skills. Teachers show confidence and expertise in developing comprehensive lesson plans with clear objectives and engaging activities. They effectively use differentiated instruction and carefully select appropriate teaching aids to meet the diverse needs of their learners. Moreover, their commitment to providing constructive feedback and implementing classroom management strategies fosters a positive and inclusive learning environment. This consistent and positive perception affirms that teachers in the Nagcarlan Sub-Office possess both the knowledge and skills necessary to deliver quality education, justifying the outstanding rating in this area.

Table 17. Teachers' Work Performance in terms of Classroom Organization

	Indicators	Mean	SD	VI
As a teacher, I...				
1.	make sure all assessments match the school's rules and guidelines to keep things fair and consistent.	3.67	0.47	Outstanding
2.	carefully consider learners' needs and how they interact when setting up seating to help them stay engaged and avoid distractions.	3.66	0.47	Outstanding
3.	provide feedback to learners on time, helping them understand how they're doing and where they can improve.	3.66	0.48	Outstanding
4.	organize instructional materials and resources effectively to ensure smooth and efficient classroom management.	3.62	0.49	Outstanding
5.	maintain a structured classroom routine that promotes learner focus, and productivity, and minimizes distractions.	3.66	0.47	Outstanding
Overall		3.66	0.37	Outstanding

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Satisfactory); 2.50-3.49 (Very Satisfactory); 3.50-4.0 (Outstanding)

The data in the Table 17 shows that the teacher-respondents perceived their work performance in terms of classroom organization as outstanding with an overall mean of 3.66. This suggests that teachers in the Nagcarlan Sub-Office consistently show effective classroom organization by creating a well-structured environment that supports student focus and engagement. They arrange seating and materials thoughtfully, follow consistent routines, give timely feedback, and align assessments with school policies—demonstrating a strong commitment to effective classroom management and student success.

In Nagcarlan Sub-Office, this outstanding performance in classroom organization is further supported by the implementation of key policies and programs of the Department of Education (DepEd). The Rationalization of Teachers' Workload (DO No. 005, s. 2024) allows teachers to focus on essential tasks such as planning, organizing, and managing classrooms effectively. Inclusive Education Programs ensure that classroom arrangements and strategies meet the diverse needs of learners, while Mental

Health Programs promote a safe and supportive learning environment.

Table 18. Teachers' Work Performance in terms of Monitoring and Evaluation

	Indicators	Mean	SD	VI
As a teacher, I...				
1.	ensure assessment practices are transparent, fair, and aligned with learning objectives.	3.68	0.47	Outstanding
2.	actively involve parents in the learning process through regular communication and feedback.	3.66	0.47	Outstanding
3.	use data to differentiate instruction by providing different levels of support, challenges, and learning materials to individual learners.	3.58	0.50	Outstanding
4.	foster a safe and inclusive learning environment that encourages learners' participation and self-expression.	3.76	0.43	Outstanding
5.	adapt my communication style for different contexts in giving instructions and offering feedback.	3.62	0.49	Outstanding
Overall		3.66	0.37	Outstanding

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Satisfactory); 2.50-3.49 (Very Satisfactory); 3.50-4.0 (Outstanding)

Table 18 shows that the teacher-respondents perceived their work performance in terms of monitoring and evaluation as outstanding, with an overall mean of 3.66. This suggests that teachers in the Nagcarlan Sub-Office consistently demonstrate strong practices in monitoring and evaluation by ensuring that assessments are fair, transparent, and aligned with learning objectives.

They actively involve parents through regular communication and feedback, analyze learner data to adjust instruction based on individual needs, foster a safe and inclusive classroom environment, and adapt their communication styles to effectively support learner participation and development. These practices reflect a high level of professionalism and commitment to continuous learner growth and success. Their consistent and intentional approach to assessment and reporting reflects a deep commitment to academic excellence and transparency, reinforcing their outstanding performance in this area.

Table 19. Teachers' Work Performance in terms of Teacher Leadership

	Indicators	Mean	SD	VI
As a teacher, I...				
1.	demonstrate enthusiasm for learning, which inspires and motivates learners to engage actively.	3.70	0.46	Outstanding
2.	align my teaching practices with the school's vision, mission, and values.	3.66	0.47	Outstanding
3.	create a classroom environment that is stimulating, inclusive, and promotes curiosity.	3.68	0.47	Outstanding
4.	assign classroom roles and responsibilities to learner leaders to foster a sense of ownership and leadership.	3.70	0.46	Outstanding
5.	encourage empathy, teamwork, and a growth mindset among learners by exemplifying these values myself.	3.78	0.42	Outstanding
Overall		3.70	0.37	Outstanding

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Satisfactory); 2.50-3.49 (Very Satisfactory); 3.50-4.0 (Outstanding)

The data in the Table 19 shows that the teacher-respondents perceived their work performance in terms of teacher leadership as outstanding, with an overall mean of 3.70. This suggests that teachers consistently demonstrate strong teacher leadership by inspiring and motivating learners through enthusiasm, aligning their teaching practices with the school's vision, mission, and values, and fostering an inclusive, stimulating learning environment.

Teachers in the Nagcarlan Sub-Office exemplify teacher leadership by taking on roles beyond classroom instruction, actively mentoring student leaders through school-based organizations aligned with Youth Formation Division programs like the Learner Government and Leadership Development Programs. They demonstrate strong commitment to the Philippine Professional Standards for Teachers

(PPST), particularly Domain 2, by fostering inclusive, positive, and supportive learning environments through proactive classroom management and differentiated instruction that addresses diverse learner needs. Their engagement also extends to Domain 6, collaborating with parents and community stakeholders via home visits, parent-teacher conferences, and outreach activities to support learners' holistic development. Unlike teachers who show less enthusiasm for learning and behaviors that do not reflect the values of institution, these teachers motivate students and foster a harmonious learning environment. Additionally, teachers model empathy and teamwork skills, which are essential social abilities that students need to develop collaboration and a growth mindset. This is with a view to developing future leaders who are socially responsible and socially engaged citizens, and not just academically proficient.

Table 20. Summary Table on Teachers' Performance

Variables		Mean	SD	VI
1.	Teaching planning	3.61	.37	Outstanding
2.	Classroom organization	3.66	.37	Outstanding
3.	Monitoring and evaluation	3.66	.37	Outstanding
4.	Teacher leadership	3.70	.37	Outstanding
Overall		3.66	.37	Outstanding

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Satisfactory); 2.50-3.49 (Very Satisfactory); 3.50-4.0 (Outstanding)

Table 20 presents the summary of teachers' performance across four key variables: teaching planning, classroom organization, monitoring and evaluation, and teacher leadership. The overall mean score of 3.66 (SD = .369) indicates that, on average, teachers in this study demonstrated an 'Outstanding' level of performance. The scores in each area show a passion for best practices in teaching, as educators do not only plan and organize their classrooms but excel in monitoring progress of their students and exhibit leadership qualities. This performance illustrates how much teachers are willing to invest to make learning an engaging, productive work of their students.

According to Self-Determination Theory (SDT), this suggests that teachers' needs for autonomy, competence, and relatedness are being met in their workplace, which boosts their motivation and performance.

Meanwhile, Organizational Commitment Theory (OCT) explains that teachers' emotional attachment and sense of duty to their school influence their motivation and willingness to perform well. Together, SDT and OCT highlight how a supportive school culture and strong organizational commitment contribute to the high teacher performance reflected in the table.

In Nagcarlan Sub-Office, this strong performance reflects a collective commitment to educational excellence and continuous professional growth. The outstanding performance suggests that teachers are skillfully implementing strategies for engaging and leveraging students. For example, creating a structured learning environment where students can flourish requires a strong teaching planning and classroom organizing skills. Additionally, good practices of monitoring and evaluation ensure that teachers can accountably document the progress of their students and refine their instructional strategy, if necessary, to cater for all learners. The likelihood of teachers sharing the leadership role, specifies that educators are taking the lead in leading their students, as well as creating a cooperative classroom climate that is important for producing future leaders. This comprehensive approach highlights their dedication to providing quality education and supporting student success.

Table 21. Correlation Between Workplace Culture and Teachers' Motivation

Workplace Culture	Work Motivation
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	Existence	Relatedness	Growth
Dominant Characteristic	.460**	.406**	.482**
Organizational Leadership	.252**	.397**	.443**
Management of Employees	.281**	.392**	.430**
Organizational Glue	.327**	.377**	.474**
Strategic Emphases	.302**	.373**	.416**
Criteria of Success	.290**	.347**	.425**

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

*Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 21 shows the correlation between workplace culture and teachers' motivation on three dimensions: existence, relatedness, and growth. There is a weak positive to moderate positive correlation between the workplace culture and teachers' work motivation.

The dominant characteristic shows a moderate positive correlation across all three aspects of work motivation, with values of 0.460, 0.406, and 0.482 respectively, indicating that when core workplace traits or values are strong and clear, teachers feel more motivated. Organizational leadership exhibits a weak to moderate positive correlation with motivation, particularly with growth needs ($r = 0.443$), suggesting that good leadership encourages teachers' development and improvement. Similarly, employee management shows a positive but weaker relationship with motivation, where effective management helps teachers feel supported and motivated. Organizational Glue, reflecting how connected individuals feel within the organization, also demonstrates moderate correlations, especially with growth needs, highlighting that a strong sense of belonging fosters teachers' desire to grow. Strategic Emphases and Criteria of Success present weak to moderate positive correlations with motivation across all dimensions. Overall, the strongest connections are between workplace culture factors and teachers' growth needs, emphasizing their drive for professional and personal development.

This implies that a school culture characterized by positive dominant traits—such as collaboration, innovation, and strong support—is strongly linked to increased teacher motivation. In such environments, teachers tend to feel secure in their roles, connected with colleagues, and encouraged to pursue professional growth. When schools promote teamwork and open communication, educators are more likely to develop meaningful relationships and a strong sense of belonging. Additionally, schools that provide consistent support and development opportunities help teachers feel valued and empowered. This type of culture not only enhances teachers' job satisfaction and commitment but also contributes to a more effective and engaging learning environment for students.

These results imply extreme importance to take into consideration for educational institutions looking to increase teacher motivation and performance. Teachers get motivated in an environment with a dominant characteristic of workplace culture that includes strong leadership, good management practices and feeling of belonging. Supporting motivated teachers is important for creating a strong learning environment because motivated teachers are more engaged with their students, use creative teaching methods, and positively influence the overall spirit of the school. In addition, understanding which aspects of workplace culture are related to motivation can help school administrators build

targeted intervention and policy that promote a more supportive and motivating workplace.

Additionally, a strong sense of belonging and shared purpose within a school community plays a vital role in motivating teachers and encouraging their professional growth. When teachers feel that they are an important part of a team and that their work contributes to a common goal, they experience a deeper connection to their colleagues and the school. This feeling of belonging reduces isolation and builds trust, making teachers more willing to collaborate, share ideas, and support one another. Moreover, when teachers see that their efforts align with the school's mission and values, they become more motivated to improve their skills and knowledge to better contribute to that shared vision. This collective commitment not only enhances individual teachers' professional development but also fosters a positive and productive school culture where continuous learning and growth are prioritized.

Furthermore, this also indicates that effective school leadership plays a crucial role in motivating teachers, especially in their professional development. When school leaders clearly communicate goals and expectations, teachers understand what is expected of them and feel guided in their work. Additionally, when leaders actively support teachers' ideas and initiatives, it shows that they value teachers' contributions and encourage innovation and creativity in the classroom. A positive and supportive environment created by leaders helps teachers feel appreciated and confident to take on new challenges. As a result, teachers become more motivated to improve their skills, pursue professional growth opportunities, and advance in their careers. This supportive leadership ultimately leads to a more dynamic and effective teaching staff, benefiting both teachers and students.

This highlights the vital role of a healthy workplace culture in keeping teachers motivated. When teachers feel a sense of belonging and shared purpose, they are more driven to grow professionally and give their best in the classroom. A positive culture fosters open communication, collaboration, and respect, strengthening staff relationships and trust. This supportive environment boosts job satisfaction, commitment, and teachers' ability to innovate and meet students' needs. Ultimately, investing in such a culture is key to sustaining motivation and improving the quality of education.

The findings confirm similar works by Ulfathmi et al. (2021) who claim that teacher's work motivation is a critical predictor of their performance. Rather, their research makes the point that teachers need to be given a work environment that not only inspires them, but also directly influences their effectiveness as a teacher in the classroom. Creating a collaborative, supportive, and professional workplace culture helps to motivate teachers and, ultimately, leads to better student outcomes and stronger community in the doing of education together. Finally, this matching connection to culture and teacher motivation magnifies the requirement for continuous endeavor in shaping up a positive and engrossing work environment for the educators.

Table 22. Correlation Between Workplace Culture and Teachers' Work Performance

Workplace Culture	Work Performance			
	Teaching Planning	Classroom Organization	Monitoring and Evaluation	Teacher Leadership
Dominant Characteristic	.476**	.488**	.504**	.403**
Organizational Leadership	.382**	.404**	.365**	.295**
Management of Employees	.349**	.427**	.364**	.306**
Organizational Glue	.407**	.462**	.427**	.368**
Strategic Emphases	.370**	.403**	.368**	.309**

Criteria of Success	.373**	.404**	.368**	.328**
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****Correlation is significant at the 0.01 level (2-tailed).**
***Correlation is significant at the 0.05 level (2-tailed).**
Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 22 presents the correlation between workplace culture and teachers' work performance, focusing on four dimensions: teaching planning, classroom organization, monitoring and evaluation, and teacher leadership.

For the dominant characteristic has moderate positive correlations (.403 to .504) with all aspects of work performance, indicating that when the workplace culture is clearly defined and dominant, teachers perform better in planning, organizing classes, monitoring students, and leading. Organizational Leadership shows weak to moderate positive correlations (around .295 to .404), suggesting that good leadership positively influences teacher performance but is less closely related than dominant culture. Management of Employees and Organizational Glue also have weak to moderate correlations (.349 to .462), implying that good management and strong interpersonal connections support better teaching performance. Strategic Emphases and Criteria of Success show weaker but still significant correlations with teacher performance ranging to weak to moderate positive correlation (.309 to .404), meaning clear priorities and success measures encourage better work outcomes.

This clearly shows that a supportive, collaborative, and vibrant workplace culture, one that values innovation, mutual respect, and prioritizes student well-being, greatly influences how effective teachers are in planning lessons, creating organized learning environments, assessing student progress, and taking on leadership roles. When these key values are deeply rooted in our schools here in Nagcarlan, teachers feel more supported and motivated to give their best in many areas of their work.

For example, teachers during the accreditation and validation of SBM, a culture of teamwork encourages teachers to share experiences and best practices in improving the organization. Through LAC sessions, seasoned teachers helping the novice teachers through mentoring in designing lessons that are thoughtful and creative. Embracing innovation inspires teachers to try new strategies and teaching tools that improve classroom management and learning activities. When teachers show mutual respect and trust, open communication thrives among the staff, making it easier to assess how well students are doing and to use this information to guide instruction. Moreover, when schools put student well-being at the center, teachers find greater purpose in their work, which strengthens their commitment and energy in working with their students. This positive school environment also encourages teachers to step up as leaders, actively contributing to the growth of the whole school community.

Overall, these positive cultural values empower teachers here in Nagcarlan to perform at their best, benefiting their professional growth and improving student outcomes.

In addition, school leaders in the community have a vital role in helping teachers plan and organize effectively. When leaders clearly communicate the school's vision, it gives teachers direction and a strong sense of purpose that aligns with our shared goals for quality education in Nagcarlan. Support from school leaders—through providing resources, training, and constructive feedback—builds teachers' confidence and skills in lesson planning. Also, creating a positive and respectful work environment helps reduce stress, encourages collaboration, and fosters creativity among teachers. These leadership qualities are essential to help teachers design well-organized lessons and maintain orderly classrooms that promote student engagement and learning success.

Moreover, when teachers feel supported by their school leaders and colleagues, it creates a positive environment that boosts their confidence and motivation. Receiving constructive feedback helps teachers understand what they are doing well and where they can improve, guiding them to refine their teaching methods and strategies. Clear guidelines provide teachers with a roadmap for what is expected

in terms of curriculum, classroom management, and assessment, reducing uncertainty and helping them focus their efforts. Together, these factors encourage teachers to be more organized in setting up their classrooms, ensuring that the learning space is conducive to student engagement and productivity.

These findings are of significant effect to educational institutions to increase their teachers' work performance. Strong leadership, better management, and a feeling of community in the workplace all have a positive effect on teaching planning, classroom organization, monitoring and evaluation, and teacher leadership. Schools can provide teachers the opportunity to plan, experiment with, and grow professionally in using the effective teaching strategies that will enhance students' learning. Moreover, familiarizing oneself with the cultural features related with work performance can help managers plan for specific interventions aimed at enhancing the level of engagement and productivity among educators in a work setting.

These findings are in line with the work of Utami (2023) highlights how having a motivating and supportive place to work will make teachers more effective in their workplace, specifically classrooms. Such a connection only supports the argument that teacher performance can only be enhanced and, therefore, student outcomes can only be made better when they are in a positive place of work. Educational institutions that take a proactive approach to the development of a strong working culture can contribute to an improved educational system from a stronger foundation; one that will enable sustained improvement for the teachers and in student achievement.

Also, Nugraha (2024) highlights that fostering such a supportive culture leads to improved job performance and satisfaction. Together, these findings suggest that schools cultivating a respectful and collaborative environment will likely experience outstanding teacher performance, benefiting both educators and students.

Table 23. Correlation Between Organizational Commitment and Teachers' Work Motivation

Organizational Commitment	Work Motivation		
	Existence	Relatedness	Growth
Affective	.308**	.416**	.400**
Continuance	.451**	.456**	.471**
Normative	.488**	.572**	.632**

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

*Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 23 displays the correlation between organizational commitments and teachers' work motivations in three aspects: existence, relatedness, and growth. Moderate to strong positive correlations are observed in normative commitment with 0.488, 0.572, 0.632 for existence, relatedness, and growth, respectively. It also shows moderate positive relationships between continuance commitment with existence, relatedness as well as growth (0.452, 0.456 and 0.471, respectively). Although lower, affective commitment is still suggestive of meaningfully with weak to moderate positive correlation, especially with relatedness of 0.416. These findings lead to the conclusion that teachers' commitment to their organization is closely linked to their motivation, and that fostering a committed workforce is essential to enhancing overall motivation among teachers.

The study shows that all three types of organizational commitment—normative, continuance, and affective—are clearly connected to teachers' motivation, especially in terms of meeting their needs, building relationships, and growing professionally. Among the three, normative commitment or a teacher's sense of duty and loyalty to the school has the strongest effect. When teachers feel they are part of a school they care about, they become more eager to improve their skills because they see their own success as tied to the school's progress. This strong loyalty also builds trust and teamwork among colleagues, creating a more supportive and productive work environment.

Continuance commitment, or staying because of job security and practical reasons, also helps boost motivation. Teachers who feel stable in their jobs tend to focus better on teaching, build stronger bonds with coworkers, and feel more confident in joining training and other growth opportunities. Affective commitment, which is based on emotional attachment to the school, has a slightly weaker effect but still matters. Teachers who feel they belong are more motivated, less stressed, and more willing to contribute to the school's goals. Overall, when teachers feel valued and connected to their school, their motivation grows, leading to better teaching and improved student learning.

In Nagcarlan Sub-Office, these results are clearly reflected in practice. Teachers frequently show strong commitment to their schools, often going beyond what is expected of them. Many stay in their posts for years, not just because of job stability but because they feel a deep sense of loyalty and belonging. This dedication is seen in their active participation in school activities, willingness to mentor younger colleagues, and enthusiasm for professional development programs. Their strong ties to their schools help create a positive environment where teamwork and mutual support thrive.

Moreover, school heads and administrators play a key role in sustaining this commitment. By recognizing teachers' efforts, providing opportunities for growth, and encouraging collaboration, they help strengthen the bond between teachers and their schools. This supportive atmosphere leads to higher motivation, better performance, and a shared commitment to student success. As shown by the study, when teachers feel secure, valued, and connected, their motivation flourishes—and this is exactly what continues to drive educational progress in Nagcarlan Sub-Office.

The findings of Indirayani and Kristiantari (2021) that related work motivation and teacher commitment are consistent with the results of this research. Motivated teachers are less likely to lose their sense of commitment to the institution and, in turn, perpetuate a positive feedback depression that shores up both teachers and students. However, this alignment also illustrates the importance of educational institutions focusing on measures to strengthen teachers' organizational commitment, a measure which can create a more dedicated and better teaching body resulting in a better learning environment altogether.

Table 24. Correlation Between Organizational Commitment and Teachers' Work Performance

Organizational Commitment	Work Performance			
	Teaching Planning	Classroom Organization	Monitoring and Evaluation	Teacher Leadership
Affective	.443**	.529**	.511**	.487**
Continuance	.372**	.387**	.430**	.327**
Normative	.512**	.568**	.566**	.557**

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

*Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no

association

Table 24 shows the correlation between organizational commitment and the teachers' work performance such as teaching planning, classroom organization, monitoring and evaluation, and teacher leadership.

Among all performance areas, normative commitment shows the highest correlations, with moderate positive correlations among all variables. Suggesting that teachers who feel a moral obligation to stay with their school are moderately likely to perform well in all areas. Associations are also robust for affective commitment, with moderate positive correlations among all variables. This Suggests that teachers who are emotionally attached to their school tend to moderately perform better across all performance areas. On the other hand, continuance commitment has lower correlation with mostly weak positive correlation indicating that teachers who stay mainly because of perceived costs or lack of alternatives show weaker performance associations compared to affective and normative commitment.

In the Nagcarlan Sub-Office, teacher commitment greatly impacts school performance. When teachers feel a deep sense of responsibility to their school, they become more intentional in lesson planning, classroom management, and monitoring student progress. This is evident in both central and remote schools, where committed teachers go beyond their duties—joining programs like Brigada Pagbasa or leading school initiatives.

Teachers who feel a sense of belonging also show greater engagement. When they are supported by their school heads and communities, they become more motivated and often take on leadership roles that help improve school culture and student outcomes.

Even when teachers stay for practical reasons like job security or convenience, they still perform reliably. While their motivation may differ, they maintain effective teaching practices that contribute to school stability and learner success.

These findings highlight keyways educational institutions can boost teacher performance. Strong organizational commitment supports effective teaching, while normative commitment builds a shared sense of community and values. Emotional support and recognition enhance affective commitment, improving important areas like classroom management and leadership. Ultimately, investing in teachers' commitment benefits both educators and students, leading to a more effective education system.

These results match well with the work of Kholid et al. (2020) who highlighted the critical role of a teacher in motivating certain aspects to enhance educational quality and its outcomes on students. The results back up the idea that committed teaching staff is what's needed to spur schools' performance. Knowledge of the relationship between organizational commitment and work performance allows educational leaders to design focused interventions to improve teacher motivation as well as commitment, resulting in a more involved and effective body of teachers. Ultimately, the synergies affirmed the vital role of creating an organizational culture that also creates support for teachers to be developed and committed.

4. Conclusions

The correlation analyses revealed significant positive relationships between workplace culture, organizational commitment, teachers' motivation and teachers' work performance among public elementary school teachers in Nagcarlan Sub-Office. There is a weak positive to moderate positive correlation between the workplace culture and teachers' work motivation, with all relationships significant at the 0.01 level. Workplace culture demonstrated weak to moderate positive correlations with teachers' work performance. Among its dimensions, the dominant characteristics showed the strongest correlation with teachers' performance. Additionally, classroom organization exhibited a significant positive relationship with workplace culture. Organizational commitment shows a moderate to strong

positive correlation with teachers' motivation, with the growth needs exhibiting the strongest association with organizational commitment. Normative commitment demonstrates the strongest correlation among all areas of teachers' work performance, with overall moderate positive correlations between organizational commitment and work performance.

These findings confirm that workplace culture and organizational commitment are essential elements in enhancing teachers' motivation and performance, as they create an environment that supports professional growth, emotional well-being, and a sense of belonging. A dynamic and collaborative workplace culture promotes trust, mutual respect, and shared values among teachers, creating an environment where they feel supported, valued, and connected to a common purpose. Similarly, a strong sense of organizational commitment, particularly when teachers feel aligned with the school's goals and values, encourages greater dedication, resilience, and effort in their roles. Together, these factors not only influence how motivated teachers feel but also directly impact the quality and consistency of their performance in the classroom. The study validates that fostering a collaborative and dynamic workplace culture and strengthening organizational commitment are not just beneficial but necessary for sustaining high levels of teacher motivation and performance, as they collectively contribute to a more engaged, effective, and resilient teaching workforce capable of driving meaningful educational outcomes.

5. Recommendations

Based on the study's conclusions, the following recommendations are proposed to enhance teacher engagement in research and professional development. First, the school may implement Leadership Development Program for teacher-leaders and school heads is encouraged to address the organizational leadership culture within the school, it is recommended that the school may implement a project or program that will improve the leadership development of teachers and school leaders. This initiative aims to build the leadership capacity of school administrators, coordinators, and teacher-leaders by nurturing their ability to guide, support, and inspire their teams while maintaining efficiency and driving results. Second, the school or the department may establish the "TAPAT Program: Teacher Assistance for Professional and Personal Advancement and Tenure" addressing concerns related to the continuance dimension of teacher commitment, the department or school may establish a program titled the TAPAT Program. This may serve as an initiative designed to help teachers recognize the value of continued service by reducing the perceived costs of staying and increasing the benefits of remaining in the organization. The program may include structured activities such as career planning sessions, financial literacy workshops, and wellness seminars to support teachers in managing both personal and professional aspects of their lives, along with tenure mapping consultations that guide them in setting long-term career goals within the school through clear pathways for growth, such as promotions or leadership roles. Lastly, the implementation of Teacher Support and Wellness Program, given the importance of meeting teachers' existence needs for their overall motivation and job satisfaction, it is recommended that the department or school may adapt this program. This initiative focuses on addressing essential aspects of teacher well-being, such as financial stability, access to teaching resources, physical comfort, job security, and opportunities for professional growth. The program may include financial management seminars, access to savings or loan cooperatives, and regular provision of adequate classroom materials. It may also offer wellness activities like stress management workshops, health check-ups, and fitness sessions to enhance overall well-being.

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