



(RESEARCH ARTICLE)



ORGANIZATIONAL COMMITMENT AND INSTRUCTIONAL COMPETENCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN THE DIVISION OF TAGUIG CITY AND PATEROS

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ABSTRACT

This study examined the relationship between teachers' organizational commitment and instructional competence in selected public elementary schools in the Division of Taguig City and Pateros during the school year 2025–2026. Anchored on Meyer and Allen's Three-Component Model of Organizational Commitment and the Philippine Professional Standards for Teachers (PPST), the study determined whether teachers' organizational commitment was significantly related to their instructional competence.

A quantitative descriptive-correlational research design was employed. The study involved 218 purposively selected teachers from Maharlika Integrated School, Tenement Elementary School, and Silangan Elementary School. Data were gathered through validated survey questionnaires adapted from Meyer and Allen's Organizational Commitment Scale and PPST-based indicators of instructional competence. Frequency, percentage, weighted mean, and statistical tests of relationship were used to analyze the data.

Findings revealed a high level of organizational commitment among teachers, with affective commitment obtaining the highest mean ($M = 3.73$), followed by normative commitment ($M = 3.56$), while continuance commitment was moderately high ($M = 3.43$). Teachers also demonstrated high instructional competence across the PPST domains, with personal growth and professional development obtaining the highest mean ($M = 3.82$). A significant moderate positive relationship was found between organizational commitment and instructional competence ($p = 0.000$), indicating that teachers with stronger organizational commitment tended to demonstrate higher instructional competence.

The study concludes that strengthening teachers' organizational commitment may contribute to improved instructional competence and professional effectiveness. The findings emphasize the importance of supportive leadership, targeted professional development, and inclusive school policies in fostering teacher commitment and improving educational outcomes.

Keywords: Organizational Commitment, Instructional Competence, Public Elementary School Teachers, Philippine Professional Standards for Teachers, Descriptive-Correlational Research.

1 INTRODUCTION

Teacher organizational commitment has become an important concern in education systems worldwide amid increasing workloads, teacher shortages, educational reforms, and changing instructional demands. These conditions may influence teachers' willingness to remain engaged in their schools and sustain effective instructional practices.

Recent studies have reported that declining organizational commitment may negatively affect teachers' motivation, instructional quality, professional collaboration, and learner outcomes (Stepanek & Paul, 2023; Arnold & Rahimi, 2025; Eryilmaz, 2025). At the same time, teachers are increasingly expected to demonstrate cultural responsiveness, inclusivity, adaptability, and professional competence in diverse educational settings. These concerns highlight the importance of examining factors that may contribute to teachers' instructional effectiveness, particularly their commitment to the organization in which they work.

Organizational commitment refers to an employee's emotional attachment to, identification with, and involvement in an organization, including the willingness to contribute to the achievement of organizational goals (Meyer & Allen, 2002, as cited in Agad et al., 2025). Meyer and Allen's Three-Component Model conceptualizes organizational commitment in terms of affective, continuance, and normative commitment. Affective commitment reflects emotional attachment to the organization; continuance commitment concerns the perceived costs of leaving; and normative commitment refers to a sense of obligation to remain. These dimensions provide a theoretical basis for understanding the different reasons teachers may remain committed to their schools and how such commitment may be associated with their professional behavior and performance.

Instructional competence, meanwhile, encompasses teachers' knowledge, pedagogical skills, classroom management, assessment practices, curriculum planning, responsiveness to learner diversity, and continuing professional development. Darling-Hammond et al. (2020) emphasized the importance of teacher knowledge and professional capacity in promoting effective teaching and improved learner outcomes. In the Philippine context, instructional competence is reflected in the Philippine Professional Standards for Teachers (PPST), which establishes expectations for teachers' knowledge, skills, values, and professional practices. The PPST, together with the Results-Based Performance Management System (RPMS) established through DepEd Order No. 2, s. 2015, provides a framework for assessing and strengthening teacher performance. Thus, instructional competence is not only a measure of classroom effectiveness but also an essential component of quality basic education.

Empirical studies have increasingly examined the relationship between organizational commitment and teacher performance. Pansag and Baguio (2025) reported that organizational commitment significantly predicts teaching competence among public school teachers. Reyes, Figueroa, and Core (2025) likewise found that committed teachers demonstrate higher productivity and better teaching performance. Similarly, Francia and Espiritu (2024) found that teachers with higher levels of organizational commitment demonstrated better teaching performance. Their findings indicated that affective, continuance, and normative commitment are associated with teachers' effectiveness in carrying out instructional responsibilities. These findings suggest that teachers who feel emotionally connected to their organization, perceive value in remaining within it, or feel a sense of responsibility toward the organization may be more likely to demonstrate effective professional practices.

Despite these findings, much of the existing literature has focused on conventional public school settings and has examined organizational commitment primarily in relation to teacher performance, job satisfaction, organizational behavior, and retention. Comparatively limited empirical attention has been given to the relationship between organizational commitment and instructional competence within culturally and religiously diverse educational environments. This gap is particularly relevant in Madrasah-integrated public schools, where teachers work within educational settings that combine mainstream basic education with Madrasah Education and require responsiveness to diverse cultural and religious backgrounds.

The present study addresses this gap by examining the relationship between organizational commitment and instructional competence among teachers in selected Madrasah-integrated public elementary schools in the Division of Taguig City and Pateros. These schools provide a distinctive professional environment in which teachers are expected to maintain instructional excellence while promoting inclusivity, cultural sensitivity, and collaboration among learners and colleagues from different faiths and cultural backgrounds. Understanding the relationship between organizational commitment and instructional competence in this context may provide empirical evidence that can inform school leadership, professional development, and teacher-support initiatives.

Specifically, this study seeks to determine the level of teachers' organizational commitment in terms of affective, continuance, and normative commitment; assess their instructional competence based on the PPST domains; and determine whether a significant relationship exists between organizational commitment and instructional competence. It is expected that the findings will contribute to the growing body of literature on teacher effectiveness and provide practical insights for school heads and education policymakers in developing supportive leadership practices, inclusive school policies, and targeted professional development programs that strengthen teacher commitment and instructional competence.

2 MATERIALS AND METHODS

2.1 Research Design

This study employed a quantitative descriptive-correlational research design. The descriptive component was used to determine the level of teachers' organizational commitment and instructional competence, while the correlational component examined the nature, direction, and strength of the relationship between these variables without manipulating them. This design was deemed appropriate because the study sought to collect and statistically analyze numerical data to describe existing conditions and determine whether a significant relationship existed between organizational commitment and instructional competence among teachers in selected public elementary schools during the school year 2025–2026. The research methodology covered the selection of respondents and participating schools, administration of structured research instruments, data collection procedures, and statistical analysis to ensure reliable and valid findings.

2.2 Participants and Sampling

The respondents of this study consisted of 218 teachers selected from a total population of 501 teachers from three participating public elementary schools in the Division of Taguig City and Pateros, namely Maharlika Integrated School, Tenement Elementary School, and Silangan Elementary School.

Table 1: Population and Sample

School	Population	Sample
Maharlika Integrated School	97	42
Tenement Elementary School	260	114
Silangan Elementary School	144	63
Total	501	218

Using Raosoft Calculator, with 5% margin of error, 218 teachers will serve as the sample respondents. These 218 teachers, who are 44% of the total population, will be selected using stratified random sampling. A proportionate number of teacher respondents will be randomly chosen from each of the three schools.

3 DATA COLLECTION AND ETHICAL PROCEDURES

Upon the approval of the research proposal, the researcher first secured ethics clearance from the Polytechnic University of the Philippines (PUP). Subsequently, permission to conduct the study was obtained from the Schools Division Superintendent of the Division of Taguig City and Pateros.

After securing the necessary approvals, the researcher formally requested permission from the school principals of Maharlika Integrated School, Tenement Elementary School, and Silangan Elementary School. Coordination with the school administrators was undertaken to determine the appropriate schedule and procedures for distributing and administering the research instrument.

Before data collection, the researcher distributed an informed consent form to the teacher-respondents, explaining the purpose, significance, procedures, and the expected participation in the study. After obtaining their consent, the researcher provided instructions on how to accomplish the questionnaire and emphasized that the respondents were expected to answer the research questionnaire honestly, objectively, and based on their actual experiences and professional practices. The respondents were given sufficient time to complete the questionnaire through Google Forms or another online survey platform, depending on their availability.

The study strictly adhered to the ethical principles governing research involving human participants. Participation in the study was entirely voluntary, and respondents were informed of their right to decline participation or withdraw from the study at any stage without any penalty or negative consequence. All information collected was treated with the highest level of confidentiality and was used solely for academic and research purposes. The identities of the respondents remained anonymous, and no personally identifiable information was disclosed in the presentation or reporting of the findings. Furthermore, the collected data were securely stored, accessible only to the researcher, and reported only in aggregate form to protect the privacy and rights of all participants.

After the submission of the accomplished questionnaires, the researcher retrieved the responses, checked them for completeness, organized and coded the data, and prepared them for statistical analysis. The collected data were then tallied, tabulated, analyzed, and interpreted in accordance with the objectives of the study.

3.1 Statistical Treatment

Percentage was used to determine the proportion of the respondents in each category relative to the total number of respondents. It expressed the frequency of occurrence as a percentage, making it easier to describe and compare the distribution of the respondents' profile characteristics. The Spearman Rank-Order Correlation Coefficient was used to determine the significant relationship between the variables under study. This non-parametric statistical test measures the strength and direction of the monotonic relationship between two ranked variables. It was employed to determine whether a statistically significant relationship exists between the teachers' organizational commitment and instructional competence.

Table 2: Arbitrary Scale

Mean Score	Verbal Interpretation	
	Level of Organizational Commitment	Level of Instructional Competence
3.26 to 4.00	Completely True to Me (<i>Very High Organizational Commitment</i>)	Highly Competent
2.51 to 3.25	Mostly True to Me (<i>High Organizational Commitment</i>)	Competent
1.76 to 2.50	Slightly True to Me (<i>Low Organizational Commitment</i>)	Developing Competent
1.00 to 1.75	Not at All True to Me (<i>Very Low Organizational Commitment</i>)	Not Competent

4 RESULTS AND DISCUSSION

4.1 Teachers' Level of Organizational Commitment

Table 3 Respondent's Assessment on the Teachers' Organizational Commitment in terms of Affective Commitment

Affective Commitment		Mean	Verbal Interpretation
1	I feel a strong sense of belonging to my school.	3.78	Very High
2	I am proud to tell others that I am part of my school.	3.87	Very High
3	I find this school personally meaningful to me.	3.82	Very High
4	I feel a strong emotional attachment to this school.	3.68	Very High
5	I see myself spending the rest of my career at this school.	3.49	Very High
Grand Mean:		3.73	Very High

Legend: "Very Low (1.00 – 1.50)", "Low (1.51 – 2.50)", "High (2.51 – 3.50)", "Very High (3.51 – 4.00)".

The findings in Table 3 revealed that respondents demonstrate a very high level of affective commitment toward their school, obtaining a grand mean of 3.73. This indicates that teachers possess strong emotional attachment, sense of belongingness, and pride in being part of their respective institutions. The result suggests that teachers do not merely view their schools as places of employment but as meaningful professional communities where they identify with organizational goals and values.

Table 4: Respondent's Assessment on the Teachers' Organizational Commitment in terms of Normative Commitment

Normative Commitment		Mean	Verbal Interpretation
1	I feel that I owe a great deal to this school for what it has given me.	3.61	Very High
2	Even if it were to my advantage, I do not feel right leaving this school now.	3.50	High

3	I would feel guilty if I were to leave this school now.e	3.38	High
4	I believe that loyalty to this school is important and must be uphold.	3.66	Very High
5	I feel that this school is worthy of my loyalty.	3.68	Very High
Grand Mean:		3.56	Very High

Legend: "Very Low (1.00 – 1.50)", "Low (1.51 – 2.50)", "High (2.51 – 3.50)", "Very High (3.51 – 4.00)".

The results of Table 4 revealed that respondents demonstrate a very high level of normative commitment, with a grand mean of 3.56. This indicates that teachers possess a strong sense of moral responsibility, loyalty, and obligation toward their schools. The findings suggest that teachers' commitment is not only based on emotional attachment but also on their belief that remaining dedicated to their institution is a professional responsibility.

Table 5: Respondent's Assessment on the Teachers' Organizational Commitment in terms of Continuance Commitment

Continuance Commitment		Mean	Verbal Interpretation
1	It would be very difficult for me to leave this school at this time, even if I wanted to.	3.58	Very High
2	Too many aspects of my life would be disrupted if I decided to leave this school.	3.38	High
3	I remain in this school because leaving would require significant personal sacrifice.	3.44	High
4	I feel that I have limited options if I were to consider leaving this school.	3.32	High
5	If I were to leave this school, I might lose valuable benefits or relationships.	3.43	High
Grand Mean:		3.43	High

Legend: "Very Low (1.00 – 1.50)", "Low (1.51 – 2.50)", "High (2.51 – 3.50)", "Very High (3.51 – 4.00)".

The results of Table 5 revealed that respondents demonstrate a high level of continuance commitment, with a grand mean of 3.43. This indicates that teachers consider the practical implications of remaining in their schools, including job stability, accumulated professional investments, and possible losses associated with leaving the organization. Unlike affective and normative commitment, which are primarily driven by emotional attachment and moral responsibility, continuance commitment reflects teachers' awareness of the costs and consequences of organizational mobility.

4.2 Teachers' Level of Instructional Competence

Table 6: Respondent's Assessment on the Teachers' Instructional Competence in terms of Content Knowledge and Pedagogy

Content Knowledge and Pedagogy		Mean	Verbal Interpretation
1	I demonstrate mastery of the subject matter and deliver content accurately, clearly, and confidently.	3.80	Highly Competent
2	I apply appropriate and effective teaching strategies that help learners understand key concepts and develop critical thinking skills.	3.74	Highly Competent
3	I integrate relevant real-life examples, interdisciplinary connections, and local contexts in lesson delivery to enhance learner understanding.	3.73	Highly Competent
4	I use varied instructional resources and technologies to make learning meaningful and engaging for all learners.	3.71	Highly Competent
5	I apply pedagogical approaches that encourage creativity, collaboration, and higher-order thinking skills among learners.	3.71	Highly Competent
Grand Mean:		3.74	Highly Competent

Legend: "Not Competent (1.00 – 1.50)", "Developing Competent (1.51 – 2.50)", "Competent (2.51 – 3.50)", "Highly Competent (3.51 – 4.00)".

The results of Table 6 revealed that respondents assessed teachers' instructional competence in terms of content knowledge and pedagogy as "Highly Competent," with a grand mean of 3.74. This indicates that teachers demonstrate strong subject-matter mastery, effective pedagogical practices, and the ability to design and facilitate meaningful learning experiences for diverse learners. The findings suggest that teachers possess the essential knowledge and skills required to translate curriculum content into appropriate instructional strategies that promote learner understanding and engagement.

Table 7: Respondent's Assessment on the Teachers' Instructional Competence in terms of Learning Environment

Learning Environment		Mean	Verbal Interpretation
1	I establish a safe, orderly, and supportive learning environment that promotes respect, cooperation, and active participation among learners.	3.81	Highly Competent
2	I maintain classroom routines and procedures that effectively support learner engagement and minimize disruptions.	3.81	Highly Competent
3	I use positive and non-threatening behavior management strategies to address learners' behavioral issues and promote self-discipline.	3.76	Highly Competent
4	I organize the physical classroom space to enhance learning and ensure accessibility for all learners, including those with special needs.	3.74	Highly Competent
5	I create a classroom atmosphere that fosters collaboration, motivation, and mutual respect among learners.	3.84	Highly Competent
Grand Mean:		3.79	Highly Competent

Legend: "Not Competent (1.00 – 1.50)", "Developing Competent (1.51 – 2.50)", "Competent (2.51 – 3.50)", "Highly Competent (3.51 – 4.00)".

The results of Table 7 revealed that respondents rated teachers' instructional competence in terms of learning environment as "Highly Competent," with a grand mean of 3.79. This indicates that teachers demonstrate strong capability in establishing safe, supportive, organized, and inclusive classroom environments that promote learner participation and meaningful engagement. The findings suggest that teachers recognize the importance of the classroom environment as an essential component of effective instruction, where learners feel respected, motivated, and encouraged to actively participate in the learning process.

Table 8: Respondent's Assessment on the Teachers' Instructional Competence in terms of Diversity of Learners

Diversity of Learners		Mean	Verbal Interpretation
1	I apply a variety of differentiated teaching methods and strategies that effectively address learners' gender, needs, strengths, interests, and experiences.	3.65	Highly Competent
2	I create and sustain a learner-centered classroom that effectively responds to learners' linguistic, cultural, socioeconomic, and religious backgrounds.	3.67	Highly Competent
3	I consistently implement inclusive teaching practices that respond to learners with disabilities, giftedness, and diverse talents.	3.61	Highly Competent
4	I plan and deliver lessons that are responsive to learners with special educational needs or those in difficult circumstances (e.g., urban disasters, abuse, chronic illness, etc.).	3.62	Highly Competent
5	I design and apply culturally responsive strategies that effectively address the learning needs of indigenous and marginalized groups.	3.49	Competent
Grand Mean:		3.61	Highly Competent

Legend: "Not Competent (1.00 – 1.50)", "Developing Competent (1.51 – 2.50)", "Competent (2.51 – 3.50)", "Highly Competent (3.51 – 4.00)".

The results of Table 8 revealed that respondents assessed teachers' instructional competence in terms of diversity of learners as "Highly Competent," with a grand mean of 3.61. This indicates that teachers demonstrate strong capability in recognizing, respecting, and responding to learners' varied characteristics, including their cultural, linguistic, socioeconomic, religious, and educational backgrounds. The findings suggest that teachers can implement inclusive and learner-centered practices that provide equitable learning opportunities for diverse groups of learners.

Table 9: Respondent's Assessment on the Teachers' Instructional Competence in terms of Curriculum and Planning

Curriculum and Planning		Mean	Verbal Interpretation
1	I plan and design developmentally appropriate lessons aligned with the curriculum standards and learning competencies.	3.68	Highly Competent
2	I organize instructional plans that effectively integrate content knowledge, skills, and values for meaningful learning.	3.66	Highly Competent
3	I select and prepare instructional materials and learning resources suited to learners' needs, interests, and contexts.	3.72	Highly Competent
4	I adapt lesson plans and instructional strategies based on learners' progress and assessment results.	3.75	Highly Competent
5	I ensure that my lesson objectives, learning activities, and assessments are coherent and aligned with curriculum goals.	3.78	Highly Competent
Grand Mean:		3.72	Highly Competent

Legend: "Not Competent (1.00 – 1.50)", "Developing Competent (1.51 – 2.50)", "Competent (2.51 – 3.50)", "Highly Competent (3.51 – 4.00)".

The results of Table 9 revealed that respondents rated teachers' instructional competence in terms of curriculum and planning as "Highly Competent," with a grand mean of 3.72. This indicates that teachers demonstrate strong capability in designing, organizing, and implementing instructional plans that are aligned with curriculum standards, learning competencies, and the diverse needs of learners. The findings suggest that teachers possess the necessary skills to translate curriculum requirements into meaningful learning experiences through appropriate lesson objectives, instructional strategies, learning resources, and assessment practices.

Table 10: Respondent's Assessment on the Teachers' Instructional Competence in terms of Assessment and Reporting

Assessment and Reporting		Mean	Verbal Interpretation
1	I design, select, and use appropriate assessment tools and strategies that accurately measure learners' performance and learning outcomes.	3.72	Highly Competent
2	I use assessment data to monitor learner progress, identify learning gaps, and adjust instruction to improve learning outcomes.	3.75	Highly Competent
3	I provide timely, constructive, and meaningful feedback to learners to help them reflect on and improve their performance.	3.71	Highly Competent
4	I maintain accurate and organized records of learners' performance and use them to report progress effectively to parents and stakeholders.	3.81	Highly Competent
5	I ensure fairness, transparency, and consistency in evaluating and reporting learners' achievements.	3.84	Highly Competent
Grand Mean:		3.77	Highly Competent

Legend: "Not Competent (1.00 – 1.50)", "Developing Competent (1.51 – 2.50)", "Competent (2.51 – 3.50)", "Highly Competent (3.51 – 4.00)".

The results of Table 10 revealed that teachers' instructional competence in terms of assessment and reporting was rated "Highly Competent" with a grand mean of 3.77. This indicates that teachers possess strong capabilities in designing appropriate assessment tools, monitoring learners' progress, providing feedback, and communicating assessment results accurately to parents and stakeholders. The results demonstrate that teachers can utilize assessment not only as a means of measuring learning outcomes but also as a tool for improving instructional practices.

Table 11: Respondent's Assessment on the Teachers' Instructional Competence in terms of Community Linkages and Professional Engagement

Community Linkages and Professional Engagement		Mean	Verbal Interpretation
1	I establish strong partnerships with parents, guardians, and the community to support learners' holistic development and school initiatives.	3.74	Highly Competent
2	I actively participate in community and school programs that promote learning, wellness, and positive values among learners.	3.68	Highly Competent
3	I collaborate with colleagues and stakeholders to enhance teaching practices and improve learner outcomes.	3.71	Highly Competent
4	I demonstrate professional behavior, ethical conduct, and respect in all interactions within and outside the school.	3.78	Highly Competent
5	I engage in professional reflection and continuous learning to improve my teaching performance and community involvement.	3.78	Highly Competent
Grand Mean:		3.74	Highly Competent

Legend: "Not Competent (1.00 – 1.50)", "Developing Competent (1.51 – 2.50)", "Competent (2.51 – 3.50)", "Highly Competent (3.51 – 4.00)".

Table 11 shows that teachers' instructional competence in terms of community linkages and professional engagement was rated "Highly Competent" with a grand mean of 3.74. This indicates that teachers demonstrate strong capacity to establish partnerships with parents and community stakeholders, participate actively in school programs, collaborate with colleagues, and continuously engage in professional learning activities. The results suggest that teachers recognize their role not only as classroom facilitators but also as active partners in promoting school improvement and learner development.

Table 12: Respondent's Assessment on the Teachers' Instructional Competence in terms of Personal Growth and Professional Development

Personal Growth and Professional Development		Mean	Verbal Interpretation
1	I actively engage in continuous professional development to enhance my teaching knowledge, skills, and practices.	3.78	Highly Competent
2	I reflect on my teaching performance to identify areas for improvement and apply appropriate strategies for professional growth.	3.77	Highly Competent
3	I participate in in-service training, seminars, or learning action cells (LAC) that contribute to improving teaching and learning outcomes.	3.86	Highly Competent
4	I maintain professional relationships with colleagues and mentors that promote collaboration and lifelong learning.	3.85	Highly Competent
5	I demonstrate commitment to uphold professional ethics, accountability, and the core values of the teaching profession.	3.81	Highly Competent
Grand Mean:		3.82	Highly Competent

Legend: "Not Competent (1.00 – 1.50)", "Developing Competent (1.51 – 2.50)", "Competent (2.51 – 3.50)", "Highly Competent (3.51 – 4.00)".

The results of Table 12 revealed that teachers' instructional competence in terms of personal growth and professional development was rated "Highly Competent" with a grand mean of 3.82. This indicates that teachers demonstrate a strong commitment to continuous professional learning, reflective practice, collaboration, and adherence to ethical standards in the teaching profession. The results suggest that teachers recognize professional growth as an essential component of improving instructional practices and responding effectively to the changing demands of education.

4.3 Significant Relationship Between the Teachers' Organizational Commitment and Instructional Competence

Table 13: Spearman Rank: Significant Relationship between the Teachers' Organizational Commitment and Instructional Competence

Affective Commitment					
Instructional Competence	Correlation Coefficient	Interpretation	p-value	Decision	Remarks
Content Knowledge and Pedagogy	0.46	Moderate Positive Correlation	0.000	Reject Ho	Significant
Learning Environment	0.48	Moderate Positive Correlation	0.000	Reject Ho	Significant
Diversity of Learners	0.44	Moderate Positive Correlation	0.000	Reject Ho	Significant
Curriculum and Planning	0.47	Moderate Positive Correlation	0.000	Reject Ho	Significant
Assessment and Reporting	0.49	Moderate Positive Correlation	0.000	Reject Ho	Significant
Community Linkages and Professional Engagement	0.44	Moderate Positive Correlation	0.000	Reject Ho	Significant
Personal Growth and Professional Development	0.57	Strong Positive Correlation	0.000	Reject Ho	Significant

Legend: "Very Weak (0.01 – 0.10)"; "Weak (0.11 – 0.25)"; "Moderate (0.26 – 0.50)"; "Strong (0.51 – 0.75)"; "Very Strong (0.76 – 0.99)"; Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

The results presented in Table 13 revealed a statistically significant positive relationship between teachers' organizational commitment and instructional competence, as indicated by the consistent p-value of 0.000, which is lower than the 0.05 level of significance. Therefore, the null hypothesis stating that there is no significant relationship between organizational commitment and instructional competence was rejected. This finding indicates that teachers who demonstrate stronger commitment to their organization are more likely to exhibit higher levels of instructional competence across various professional domains.

Table 14: Spearman Rank: Significant Relationship between the Teachers' Organizational Commitment and Instructional Competence

Normative Commitment					
Instructional Competence	Correlation Coefficient	Interpretation	p-value	Decision	Remarks
Content Knowledge and Pedagogy	0.43	Moderate Positive Correlation	0.000	Reject Ho	Significant
Learning Environment	0.48	Moderate Positive Correlation	0.000	Reject Ho	Significant

Diversity of Learners	0.45	Moderate Positive Correlation	0.000	Reject Ho	Significant
Curriculum and Planning	0.47	Moderate Positive Correlation	0.000	Reject Ho	Significant
Assessment and Reporting	0.46	Moderate Positive Correlation	0.000	Reject Ho	Significant
Community Linkages and Professional Engagement	0.45	Moderate Positive Correlation	0.000	Reject Ho	Significant
Personal Growth and Professional Development	0.47	Moderate Positive Correlation	0.000	Reject Ho	Significant

Legend: "Very Weak (0.01 – 0.10)", "Weak (0.11 – 0.25)", "Moderate (0.26 – 0.50)", "Strong (0.51 – 0.75)", "Very Strong (0.76 – 0.99)" ; Note: "If p-value is less than or equal to the level of significance (0.05), reject Ho, otherwise failed to reject Ho."

Table 14 shows the results of the Spearman Rank Correlation analysis to wit: teachers' normative commitment has a significant positive relationship with all dimensions of instructional competence, as indicated by the p-value of 0.000, which is lower than the 0.05 level of significance. Therefore, the null hypothesis stating that there is no significant relationship between normative commitment and instructional competence was rejected. This finding confirms that teachers' sense of obligation, loyalty, and responsibility toward their organization is significantly associated with their ability to perform their instructional roles effectively.

5 CONCLUSIONS

Based on the findings of the study, it was concluded that teachers demonstrate a high level of organizational commitment characterized by strong affective and normative commitment, as well as moderate to high continuance commitment. This indicates that teachers possess strong emotional attachment, a sense of responsibility, loyalty, and recognition of the practical benefits associated with remaining in their school organizations. The findings suggest that teachers are not only committed because of personal connection and professional obligation but also because they value their continued membership in their institutions.

The study further concluded that teachers demonstrate a high level of instructional competence across all domains of the Philippine Professional Standards for Teachers (PPST). Teachers exhibit strong competence in content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. This implies that teachers possess the necessary knowledge, skills, and professional practices required to deliver effective and meaningful instruction.

Moreover, the study concluded that there is a significant positive relationship between teachers' organizational commitment and instructional competence. The moderate positive correlations across the different dimensions indicate that teachers with stronger organizational commitment tend to demonstrate higher levels of instructional competence. This suggests that emotional attachment, professional responsibility, and commitment to the organization contribute to teachers' motivation to continuously improve their teaching practices.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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Disclosure of conflict of interest

The author declares that there are no financial or non-financial conflicts of interest that could have influenced the conduct, findings, or reporting of this study.

Statement of ethical approval

The study adhered to established ethical principles governing research involving human participants. Before data collection, the researcher secured the necessary approvals and permissions from the appropriate educational authorities and school heads.

Statement of informed consent

Informed consent was obtained from all respondents, who were informed of the voluntary nature of their participation and their right to decline or withdraw from the study at any time. The confidentiality and anonymity of the respondents were strictly maintained, and all collected data were handled securely and used exclusively for academic and research purposes.

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