

# Professional Identity, Professional Commitment and Teachers' Performance

Veronica T. Delima

University of Mindanao, Bolton, Davao City, Philippines

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**Abstract:** The progress of a country rests on the quality of its teacher. Thus, teacher is considered as the pivot of any education and the strength of a nation. . It is worldwide accepted that teacher's instructional performance plays a crucial role in students' learning.

The intention of this research was to determine the influence of professional identity, professional commitment and teachers' performance in Davao Region. The respondents of the study were the 400 Public Secondary School Teachers chosen from the ten schools divisions of Region XI, Philippines using Slovin's formula. Three sets of questionnaires on five point rating scale were prepared. The data obtained were tabulated, analyzed and interpreted utilizing descriptive-correlational method with mean, Pearson r, and Linear Regression. In all cases, significant differences among variables in this study were found.

**Keywords:** commitment, identity, performance, professional, teachers, Region XI.

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## I. INTRODUCTION

Teachers come in the learning field with professional self-images succeeded over their practices as learners; nevertheless, these images are unceasingly re-contextualized according to the experiences of teachers as specialists, (Katsuno, 2012). The teacher's response to the query of who they are is continuously being formed by what they perceive their future work in the construction of their identity. At start of their jobs, teachers are betrothed in the course of building their identities. The professional identity of a teacher is crucial to the practices, behaviors and skills that teachers show in action, (Prytula and Weiman ,2012).

When a person enters a profession, it is by evasion and acceptance that every career emanates with its own set of ideology and ethics that protect the integrity and effectiveness of the specific kind of work. Professional commitment displays the kind of person and worker you are and assigning your best at work and functioning with honesty, (Rensburg, 2010).

In Uganda, a landlocked country in East Africa, Muzaale (2008) reported that there is poor performance of secondary teachers in Busiro County, Wakiso District which is reflected in the poor results of the students they are teaching. While several sources, such as news articles and education stakeholders are reporting a decline in teachers' performance in different parts of the country, (Nabukenya, 2010).

In the Philippines, Umali (2010) quoted in his study that secondary Chemistry teachers have low performance in three types of process skills like measuring, interpretative, and translational. The teachers display poor proficiency to analyze and interpret many chemistry theories mainly those that comprise graphs and tables. They are incompetent to communicate and relate them to their lives. Their answers to the survey disclose that they are so dependent on their textbooks, thus fail to discover other options to mark science concepts more fascinating to learners. They fail to develop their confidence in their teaching instruction. Thus, they incline to avoid or limit their discussion by retelling what is previously found and presented in the texts.

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In the study of Abarca (2013), she commented that poor performance of teachers was seen in Davao Region due to deterioration of the standards of teachers' professional conduct. Some teachers display severe misconduct inside and even outside their work. More often, they have prepared teaching materials, lesson notes and pupil assessment unwell. Teacher truancy is excessively high while time on task is low. Teachers have heavy reliance on traditional-centered practices which requires less effort.

If the current situation is not urgently addressed, it may increase corruption that may sooner or later paralyze the profession of teachers. It is in this context that the researcher is interested to determine whether professional identity and professional commitment influence teacher performance as this can raise concern to the intended beneficiaries of this study and possibly develop intervention schemes to improve teaching-learning process, thus, the need to conduct this study.

## II. BODY OF ARTICLE

### Statement of the Problem:

The researcher aimed to find out if there exists significant relationship between professional identity, professional commitment and teachers' performance in Davao Region.

Specifically the writer sought answers to the following queries:

1. What is the level of professional identity of public teachers in Davao Region in terms of:
  - 1.1 Knowledge of the Profession
  - 1.2 Philosophy of the Profession
  - 1.3 Professional Roles & Expertise
  - 1.4 Attitudes
  - 1.5 Engagement Behaviors
  - 1.6 Interaction.?
2. What is degree of professional commitment do teachers show in their school in terms of their:
  - 2.1 Affective Commitment
  - 2.2 Continuance Commitment
  - 2.3 Normative Commitment to the Organization?
3. What is the level of teachers' performance in Davao Region in terms of:
  - 3.1 Planning
  - 3.2 Teaching
  - 3.3 Assessment?
4. Is there a significant relationship between:
  - 4.1 Professional identity and teachers' performance in Davao Region?
  - 4.2 Professional commitment and Teachers' Performance in Davao Region?
5. Determine whether professional identity and professional commitment influence the performance of teachers in Davao Region.

### Hypotheses:

This study tested the following null hypotheses at  $\alpha = 0.05$  level of confidence:

1. There are no significant relationships between:
  - 1.1 professional identity and teacher performance; and
  - 1.2 Professional commitment and teacher performance.
2. Professional identity and professional commitment do not significantly influence the performance of teachers in Davao Region.

**Methodology:**

This chapter covers the research design, research Locale, population and sample, research instrument, data collection and statistical tools of the data used in the study.

**Research Design:**

The researcher used the descriptive- correlation method in this study in order to determine the level of professional identity, professional commitment and teachers’ performance in Davao Region, and to find out which among the indicators of professional identity and professional commitment indicators affect teachers’ performance.

**Research Locale:**

This study was conducted on the second semester of school year 2014-2015 in all Secondary Schools Division in Davao Region namely: Division of Compostela Valley; Division of Davao del Norte; Division of Davao del Sur; Division of Davao Oriental, Division of Mati City; Division of Davao City, Division of Digos City, Division of Tagum City; Division of Panabo City and Division of IGACOS.

The site of the study was in Davao Region or Southern Mindanao which is one of the regions of the Philippines, designated as Region XI. It is located on the southern portion of Mindanao as you can see on the two maps shown below as figure 2 and 3.



Figure 2. Map of the Philippines showing the Davao Region



Figure 3. The Map of Davao Region

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In figure 2, the map of the Philippines is displayed showing the position of Davao Region. The second map shown in figure 3 displays the five provinces of Region XI such as: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and the newly created, Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City. In this map, the residences of 400 respondents from the ten schools divisions are located in this site. Davao is The Hispanicized pronunciation of daba-daba, the Bagobo word for “fire”(the Cebuano translation is “kalayo”)

**Population and Sample:**

The respondents of this study as shown in table 1 were 400 teachers selected randomly from the different public schools in Davao Region using Slovin’s formula.

Table 1 shows the distribution of the respondents coming from 10 schools division of Region XI namely: Division of Compostela Valley, Division of Davao del Norte; Division of Davao del Sur; Division of Davao Oriental; Division of Mati City; Division of Davao City, Division of Digos City, Division of Tagum City, Division of Panabo City and Division of IGACOS.

Division	Population	Percentage	Sample of Teachers
Davao City	3036	31	124
Digos City	660	6.8	27
Davao del Sur	1279	13.19	53
Davao del Norte	921	9.49	38
Davao Oriental	412	4.25	17
IGACOS	247	2.55	10
ComVal Province	1642	16.93	68
Mati City	863	8.90	36
Panabo City	365	3.76	15
Tagum City	533	5.50	22
Total	9698	100%	400

**Research of Instrument:**

Three sets of questionnaire were utilized for this study. The first set of the survey questionnaire used was on Professional Identity of teachers developed by Woo (2013). It was adopted but modified to contextualize in the school setting with the following indicators: knowledge of the profession; philosophy of the profession; professional roles and expertise; attitudes; engagement behaviours; and interactions with students and other professionals. The research instrument was forwarded to the expert for validation. The overall rating of the instruments is described as high. In evaluating the professional identity, the following scales were utilized.

Range of Means	Description	Interpretation
4.20-5.00	Very High	This indicates that the provisions relating to the professional identity embodied in the item is very well practiced and is very much evident.
3.40-4.19	High	This indicates that the provisions relating to the professional identity embodied in the item is evident.
2.60-3.39	Moderate	This indicates that the provisions relating to the professional identity embodied in the item is moderately evident.
1.80-2.59	Low	This indicates that the provisions relating to the professional identity embodied in the item is not so much evident.
1.00-1.79	Very Low	This indicates that the provisions relating to the professional identity embodied in the item is non-existent.

For the second questionnaire, the researcher adopted and modified the professional commitment questionnaire developed by Meyer & Allen 1997 with some minor revisions with three indicators: affective commitment, continuance

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commitment, and normative commitment. It is consisted of thirty items which required scaled responses. The following scales were used in evaluating the professional commitment of teachers.

The third instrument will be used is the Teachers' Performance Questionnaire which was adopted and modified by Nabukenya (2010) with the following components: Planning; Teaching and Assessment. In evaluating the level of teachers' performance in Davao Region, the following scales were utilized.

**Data Collection:**

In collecting the data, the following steps were undertaken. In asking *permission to conduct the study*, a letter which is noted by the adviser and properly attached with endorsement letter signed by the dean of the graduate school was sent to the office of the Regional Director. The letter was approved after 7 working days. Upon the approval of Regional Director, the letter was forwarded and addressed to the ten Schools Division Superintendents asking permission to conduct the study on professional identity, professional commitment and teachers' performance in all public secondary schools in Davao Region and it took four days for the researcher to round the letters. Some Schools Division Superintendents replied instantly but most of them set a schedule within 5 days or more for their approval. The researcher experienced sleeping in different places in doing so. But in spite of the trials and hardships, the researcher courageously pursues the study.

The researcher filed personal leave and appeared personally during the administration *and distribution of questionnaires*, three sets of questionnaires was administered to the respondents. Directions on how to answer the professional identity, professional commitment and teachers' performance questionnaires were carefully read and explained to the respondent with examples.

Questionnaires with answers were gathered right after they have done. But in far places where questionnaires were distributed and scheduled for 5 days, the retrieval was done through asking some favor from her colleagues who are also a principal in their respective schools like in Sulop, Malalag, Santa Maria, Don Marcelino where study was also conducted to gather the data.

**Statistical Tools:**

The following statistical tools were used in the analysis and interpretation of the data:

**Mean.** This was used to determine the level of professional identity; professional commitment and teachers' performance.

**Pearson- r.** this was used to determine the degree of relationship between professional identity and teachers' performance; between professional commitment and teachers' performance.

**Linear Regression.** This statistical tool was utilized to determine the degree of influence of professional identity and professional commitment towards teachers' performance in Davao Region.

**Conclusion of complete research:****Level of Professional Identity of Teachers:**

The level of teachers' professional identity is very high. This means that the professional identity of teachers was always evident. The overall result which is very high on teachers' professional identity conforms the principle of Leithwood (2008) that that individual's acceptance for themselves implies the importance of identity in relation to other people in the community. By extension, self-definition and how others think as an individual are influenced by involvement in a profession. The following indicators of professional identity are presented below. Leithwood (2008) signified.

The level of teachers' professional identity in terms of Knowledge of the Profession is very high. This means that the teachers' professional identity to knowledge of the profession is always evident. This denotes that teachers are knowledgeable on professional code of ethics and magna carta as well as their roles and accomplishment in the profession by means of exposing themselves through reading some educational journals to keep informed their identity. Teachers are knowledgeable of the important events in their lives as teacher. The very high result of teachers' professional identity to knowledge of the profession is parallel to the view point of Beauchamp & Thomas (2009) who argued that teacher education programs can create opportunities in the study of new and emerging teacher identities. It is explicitly teachers'

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storied knowledge that can support open new and productive opportunities of work in teacher education. Finally, whatever your profession of interest, it is sensible to improve a knowledge of the profession by enduring and growing participation. To help you assess your appropriateness for the profession, a collection of lasting and more-time exposures must be provided for such kind of insight. It will propose abundant proof to professional schools that you possess a working knowledge of the profession, (Providence College, Premedical Sciences).

The level of teachers' professional identity in terms of philosophy of the profession is very high. This indicates that teachers are able to view students holistically and empower them through an emphasis on personal strengths with advocacy for students in the teaching philosophy. This emphasizes also that teachers distinguish the teaching philosophy from the philosophy of other profession always. The very high results of teachers' professional identity to Philosophy of the profession is associated to the standpoint of O'Connor (2008) who pointed out that the professional identity of teachers may be build up and retained, adhering with their humanistic or philosophical views about the professional role as a teacher, highlighting the maximum attention for learners.

The level of teachers' professional identity in terms of professional roles and expertise is very high. This means that the teachers' professional identity in terms of professional roles and expertise is always evident. This connotes that teachers are valuing various professional roles and expertise by updating themselves on professional trainings to better perform their functions and consistently have self-assess and self-reflect their effectiveness to motivate students on their learning progress. The very high level of the said dimension also makes teachers think to stretch to the highest level on the importance of advocacy of progress and issues for the welfare of students and community as a whole, to have always the professional knowledge and practical skills required to address various needs of their students. The finding of teachers' professional identity in terms of professional roles and expertise supports the claimed of Puglia (2008) who articulated that professional identity comprises the sense of fulfilment and egotism in one's preferred fields, comprehensions of person's roles and responsibilities as a counselling professional and presentation of the profession. Consequently, the image of the profession is influenced by the quality of the person's work. As a direct result, having a weak professional identity affects individual's profession. Further, Van Veen (2008) stated that teaching should be accepted as significant part of professional expertise in its individual way. Professional development leads to quality improvements in school and the chances for educators to nurture individually and skilfully in order to toughen their teaching expertise. Thus, professional development chances are considered vital.

The level of teachers' identity in terms of attitude is very high. This means that the teachers' professional identity in terms of attitude is always evident. This purports that the teachers are satisfied with their works and have a solid work-life balance to have a valuable service which involves student holistic development. The high result is also emphasizing that teachers believe that their profession provides unique and valuable services to society and their profession too has a well-established code of conduct and ethics. The outcome of the teachers' professional identity in terms of their attitude confirmed the pronouncement of Potvin, Fortin, Marcotte, Royer & Doré-Côté (2010) who believed that teacher's attitude is a great help to rise the learners level of educational behaviour and their foundation of extra optimistic on the way to self and institution through cultivating the passionate wants of students, displaying respect, care and friendship.

The level of teachers' professional identity in terms of engagement behaviors is very high. This means that the teachers' professional identity to engagement behaviors is always evident. This represents that teachers are engaged in a collaborative work on educational research within the school and have opportunities to serve in non-required social services of the community. This indicates also that teachers have engaged actively in professional teaching associations by participating in conferences and workshops and even in licensure renewal processes. The high output on teachers' professional identity in terms of engagement behavior is congruent to the opinion of Clarke, Hyde & Drennan (2013) who suggested that the sole and rooted individual is a member of communities and organizations that possesses values, conceptual structure, languages, myths, traditions, histories, practices and attained belongings. Mightily persistent individual has a duty in a communities and organizations where she affiliates.

The level of teachers' professional identity in terms of interaction is very high. This means that the teachers' professional identity in terms of interaction is always evident. This signifies that the teachers are regularly communicating with interested learners and with other teachers on professional development to improve teaching-learning process to ensure quality education for students. This high result denotes that teachers seek feedback about identity and vision of profession

from professional peers as a form of professional development. The high result on teachers' professional identity in terms of interaction is necessary according to Galman (2008) who mentioned that through interaction with others like in relation to students and to other teachers by maintenance of one's views and the contexts of the learning, the teacher's identity is shaped.

#### **Level of Professional Commitment of teachers:**

The level of professional commitment of teachers is high. This means that the professional identity of teachers was oftentimes observed. The overall high result on teachers' professional commitment is essential according to Tabuso (2009) who believed that teachers who are committed are those who dedicate themselves absolutely to the teaching profession and to the educational organization. They apply strength to the peak level. Organizationally-committed teachers are contented teachers who display promptness and faithfulness. They have a noble record of attendance and are ready to obey to school policies

The level of teachers' professional affective commitment is very high. This means that the teachers' professional affective commitment is always observed. This signifies that the teachers are involved fortunately in the organization activities with sense of belongingness in supporting the goals and objectives of the organization. The very high level of the said measurement of affective commitment also makes teachers feel that: they are happy to spend the rest of their career with their organization; the organization problems are their own; emotionally attached to the organization; part of the family; this organization has a great deal of personal meaning to them; be identified as part of their organization; involved in the organization; and feel to accept the values shown by their superiors. The finding matches the enunciation of Magdalena (2009) who stated that affective commitment is centered on the individual's identification with and participation in the organization. It is an emotional commitment where individuals that are in an excessive agreement affectively linked to the organization stay with it since they want to. Still, affective commitment is the strong trust and approval of objectives and professional values and the determination to make substantial struggles to accomplish the professional objectives and responsibilities. Teachers affectively involve themselves in their activity, creating affective relationship with peers and students along their professional experience.

Further, affective commitment is also defined by Özdem (2012) as the as the spirit of the workers to continue working at that organization on an affective and volunteer basis. Workers with this kind of commitment to their organizations cling to work there because they "want to", not because they "have to".

The level of teachers' professional continuance commitment is high. This means that the teachers' professional continuance commitment is oftentimes observed. This conveys that the teachers are persistently staying in an organization because of personal investment, retirements benefits and faculty development offered by the government. Consequently, it makes teachers feel that: staying in an organization is a matter of necessity as much they desire; very hard for them to leave their organization even if they wanted to; much of their lives will be disrupted if they decide they wanted to leave their organization; they have too few options to consider leaving their organization; have willingness to remain on their organization because of personal investment in non-transferable investment; and continue staying in their organization because of their close working relationship with co-workers. The results corresponds to the beliefs of Özutku (2008) stated that continuance commitment means that the workers cannot take the risk to quit their jobs as they realize the cost of giving up the opportunities such as wage, pension rights and profit sharing. The fact that the worker keeps working at the present organization as there are no alternative job opportunities and s/he will experience difficulties in transferring his/her basic skills to another organization constitutes continuance commitment. Such commitment is also called as rational commitment, which means continuing being a member of that organization as leaving would cost high. Moreover, Dependable throughout the study is that teachers are more committed to the organization when they are delivered sufficient funds and provision from the administrators, (Brown and Wynn, 2009). Teachers were more probable to persist, both in the profession and in the same building when they were involved in constant learning and development. The more also they stayed if they are informed, included in common decision making, frequently renewed and motivated through cooperative determinations (Brown & Wynn, 2009; Denton, 2009)

The level of teachers' professional normative commitment is high. This means that the teachers' professional continuance commitment is oftentimes observed. This expresses that the teachers are obligated to remain in the organization due to believing that it is moral and right. Also, this implies that teacher feel that: guilty if they leave their organization now;

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their organization deserves their loyalty; owe a great deal to their organization; have loyalty to their organization because of family investment to the organization; and have to stay in their organization because they still have to contribute to the effectiveness of their organization. The outcome is consistent to the perception of Kardeş (2009) who emphasized that normative commitment is the workers' commitment in the organization and believing to remain due to work ethic. This commitment is elucidated as the situation to endure working at the current organization because of some social norms that is feeling pressure and guilt. Workers, who consider working at the organization as their duty, have a high normative commitment. They continue working at the organization with proper behavior and sense of obligation because of their personal values and the ideologies producing this obligation.

### Level of Teachers' Performance:

The level of teachers' performance is very high. This means that the teachers' performance is always practiced. The overall very high result on teachers' performance is congruent to the findings from previous studies on best teacher performances as cited by Hamid (2012) who advised some top classroom practices by teachers, specifically: effective classroom management, commitment and responsibility. He declared that effective classroom management holds the teachers' ability to answer appropriately to the emotional, social, cultural, and cognitive needs of the learners. Similarly, Lazaro (2011) appealed that eventually, the performance of teachers affect the performance of their students. His research looks into the bond of the performance of teachers and the leadership practices that they have used. The author was basically encouraged to embark on his study ever since he is in hunt of techniques to develop how his performance can turn out to be fine.

The level of teachers' performance in planning is very high. This means that the teachers' performance in planning is always practiced. This denotes that the teachers are making schemes of work and preparing a lesson plan a day before teaching to prevent students' monotony which causes them to make some foolishness. Besides, the teachers are evaluating lesson plan after teaching to check whether lesson was taught successfully. The teachers ensure also class discipline through forming classroom organization. They are always punctual for their school duties and begin lesson on time. They are often supervised by their heads. The outcome on teachers' performance in planning is same with the notion of Al Hajj et al. (2009) which highlighted that teachers play a vital role in the classroom problems when their goals are vague and when they do not plan their teaching methods earlier. Students are getting bored and stressed when teachers apply traditional methods in teaching. This activates the chance of classroom management problems. A teacher who avers on a classroom full of activity, and silence by keeping the students busy, working all the time without any break or any changes in the activities, lead to degradation and probability of classroom problems due to classroom discipline.

The level of teachers' performance in teaching is very high. This means that the teachers' performance in teaching is always practiced. This signifies that the teachers are applying various methods of teaching to guide students through the artistic process of creating and developing critical thinking skills. They creates a conducive environment for students' learning, maintain student discipline and take it upon their self to keep records of work for all the lessons they have conducted. The finding on teachers' performance in teaching is allied to the viewpoint of as explained by Selaledi (2009), that the essential components to teacher preparation are teachers teaching process and practices. It develops teachers to be professional teachers. It also provides teachers the chance to learn classroom management skills and to match teaching philosophies with drill during contact sessions and classroom surveillance. Furthermore, it is suggested by Akram (2010) teaching is ought to be equipped en route for the necessities of the student. Positive attitude toward teaching must be possessed by the teacher. The teacher is compassionate and possesses an endearing attitudes to the students. He tries to attempt to trace the grounds of rebellious manners and assist the progress of students' character. There are four methods of teaching that should be dissuading full attention and can be applied in their classes for the improvement of their job performance such as student-directed methods, interactive methods, problem solving method and teachers' directed methods.

The level of teachers' performance in assessment is very high. This means that the teachers' performance in assessment is oftentimes practiced. This stresses that the teachers are giving constant exercises to ensure students' comprehension of the lesson in achieving the desired goals. The teachers ensure students' active participation and have understood the lesson. The data on teachers' performance in assessment is analogous to the idea of Hotard (2010) declared that assessment for learning is any assessment whose first main concern in its design and practices is to serve the purpose of promoting



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students' learning. So, it varies from assessment designed primarily to serve the purpose of liability, or of ranking, or of verifying proficiency. If it offers information that teachers and their students can use as constructive criticism in assessing themselves and one another and in revising the teaching and learning activities in which they involved, an assessment activity can support learning. Moreover, Sood & Anand (2011) presumed that commitment was supposed to be a normal component of teaching from its very start. They highlighted the necessity for quality teacher education in relations to competency based and commitment oriented teacher education. If teachers purchase professional competencies and commitment, it will result in sound teacher performance. It is assumed that in the functional sense, professional commitment on the part of teacher educators basically entails not only in exploiting their best for introducing teacher-trainees to the competencies that they would need as teachers in school, but also practically motivating them to instruct values of the teaching profession. Teacher's assessment tools include tests, assignment, consultations, oral reports, papers reports and instructor observation. Teachers' assessment tools can be in the form of formative, summative, objective and subjective (Jack, 2009).

**Significance of the Relationship Between Professional Identity and Teachers' Performance:**

The significance of the relationship between professional identity and teachers' performance reveals that there is significant relationship between professional identity and teachers' performance. This implies that strong professional identity associates with a more pronounced critical bearing toward teaching performance. The finding support the theory of Puglia (2008) who revealed that the quality of individual's work may be affected by having a weak professional identify and thus influence the image of the profession. In addition, Prytula & Weiman (2012) cited that a teacher has knowledge of who they are and what they perceive their work to be. It has a stronghold on the practices and traditions in the school since teacher identity is agreeable to alteration and also teacher identity is the key to examine teacher learning and professional development according to the elements of teacher identity and to comprehend how environments, structures, and habits affect the progress of schools, as the environment and work habits themselves to perform.

**Significance of the Relationship Between Professional Commitment and Teachers' Performance:**

The significance of the relationship between professional commitment and teachers' performance exposes consequently that there is significant relationship between professional commitment and teachers' performance. This implies that teacher commitment is highly related to teachers' work performance which has a significant influence on students' achievement. The finding supports the theory of Nabukenya (2010) which indicated that to education researchers, one of the most important aspect of the performance and quality of school staff is the degree of teacher commitment. Committed teachers have an inclination to execute the roles efficiently that their work entails and to form a good teacher-student relationship in accordance with the professional values. (Mart, 2012). It is considered as one of the significant aspects that defines the behaviour of people in work, (Kannan and Pillai, 2008).

**Linear Regression Analysis of the Influence of Professional Identity and Professional Commitment and the Teachers' Performance:**

One of the important purposes of this study is the linear regression analysis to determine whether the professional identity and professional commitment have influenced the performance of teachers. The study reveals that both professional identity and professional commitment have significant relationship to teachers' performance. This asserts the two theories. First, The theory of Moore and Hofman (1988) which states that resilient professional identity relates with a more noticeable perilous bearing in the direction of working situations. Therefore, the quality of the person's work may be directly influenced by the degree of professional identity and as a result, the image of the profession will be affected (Brott & Myers, 1999; Remley & Herlily, 2005). Second theory is that of Choy (1998), which states that professional commitment is comprehensively renowned as an imperative aspect of teacher's behaviour and quality performance which is expected to be openly affected by teacher professionalization. It is considered as one of the several key outcomes in schools.

**Linear Regression Analysis of the Influence of Professional Identity and Teachers' Performance:**

The study affirms that professional identity has influenced the performance of teachers. However, among the six indicators of professional identity, knowledge of the profession, professional roles and expertise, and engagement behaviours do not influence the performance of teachers. Thus, these indicators of professional identity do not predict the

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performance of teachers. This stresses the proposition of Jung (2010) in his study that professional identity concerns group interaction in the work field and tells how people match and distinguish themselves from others. It is one form of social identity. Though profession has been defined differently distinctively, professional identity can be designated as the knowledge, attitudes, skills and beliefs that are shared with other inside a professional organization and relays to the professional part assumed by the teacher.

### **Linear Regression Analysis of the Influence of Professional Commitment and Teachers' Performance:**

The study confirms that professional commitment have influenced the performance of teachers. Conversely, among the three indicators of professional commitment, only continuance commitment does not influence the performance of teachers. Thus, this indicator is not a predictor of the performance of teacher. Affective commitment and normative commitment are the predictors of teachers' performance. This proclaims the theory of Celep (2001) that teacher commitment is highly associated to teachers' work performance in dealing with learners' accomplishments since students is the most essential element in the educational institution. A committed teacher always marks every struggle to the progress of students' professional competence by providing them a quality learning environment. A committed teacher, by means of making operative involvement to the accomplishment of students, endeavours their students to be well-educated in their community where they live. It should be renowned that student accomplishment intensely rest on teacher commitment. He strained that low level of teachers' commitment lessens students' accomplishment. Motivation, which is one of the prominent aspects in educational achievement, can be easily preserved by commitment. As long as teachers bear their personal commitment to teaching profession, through generating an effective learning environment, they can influence students' learning. The vital factor to enhance students' achievement and motivated to participate schools program is having a healthy school environment.

### **III. CONCLUSION**

Based on the findings of the study the following conclusion was derived. The findings of this study explicitly confirm the theoretical assumptions about the influence of professional identity and professional commitment to the performance of teachers. On the other hand, the expected relation among the three variables: professional identity, professional commitment and the performance of teachers in Region XI is highly appreciated. Obviously, the result reveals that the level of professional identity of teachers in Region XI is very high. Likewise, the respondents exhibit also a high level on professional commitment and a very high level of performance. Furthermore, there is significant relationship between professional identity and performance of public secondary school teachers in Region XI. Besides, the professional commitment of public secondary school teachers has significant bearing to their performance in teaching-learning process. It generally indicates that professional identity and professional commitment have influenced the performance of public secondary school teachers in Region XI. The professional identity and professional commitment of teachers have geared towards teacher performance. Both are vital components that may lead to utmost degree of internal motivation, enthusiasm and job satisfaction which can considered as the important factors for the success of education in terms of performance.

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