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# Relationship between Instructional Qualities and Commitment of Public Elementary School Teachers

**Charlene P. Dayrit**

[charlene.dayrit@deped.gov.ph](mailto:charlene.dayrit@deped.gov.ph)

Saint Anthony College of Technology

**Bernadette C. Tiongco, PhD**

[bernadette.tiongco001@deped.gov.ph](mailto:bernadette.tiongco001@deped.gov.ph)

Saint Anthony College of Technology

*Abstract*—The primary goal of this study was to determine the relationship between instructional qualities and commitment of public elementary school teachers in Magalang South District in the Division of Pampanga during the School Year 2024-2025. Mixed method was adopted in this study. Specifically, sequential explanatory design was used in this research. There was a total of 149 elementary teachers from the entire district as respondents for quantitative part, while there were 10 teachers who were purposively selected on qualitative part. Questionnaire and semi-structured interviews were used for data collection. Weighted mean, Pearson R and thematic analysis were applied for interpretation. Results tell that teacher provided a rating of often on their instructional qualities in creativeness (M=4.47), innovativeness (M=4.24), and always on resourcefulness (M=4.63). Teachers' level of commitment is very high on affective commitment (M=3.67), continuity commitment (M=3.36), and normative commitment (M=3.41). The relationship between instructional qualities and affective commitment listed an r-value of 0.6274 and p-value of 0.0232. In addition, relationship between instructional qualities and continuity commitment listed an r-value of 0.6851 and p-value of 0.0317. Lastly, relationship between instructional qualities and normative commitment listed an r-value of 0.6925 and p-value of 0.0329. Adaptability and Resilience were the other instructional qualities of teachers that can influence their commitment.

***Keywords: instructional qualities, commitment, normative, continuity***

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## I. THE PROBLEM AND ITS BACKGROUND

### Introduction

Researchers and educators have always disagreed about the type of teachers the students have. It is necessary to give careful consideration to the types of teachers who will be employed in classrooms because of the need and desire to give students a high-quality education.

The transmission of instruction to the students, or the teaching-learning process, is the most crucial aspect of teaching. In light of this, teachers' instructional attributes will be crucial. It is equally undeniable, though, that dedication to one's work is just as important as possessing good teaching characteristics when it comes to teaching well.

Being a teacher and being a good teacher are two very different things. Effective teachers not only help students but also encourage lifelong learning. A great teacher can do great things for a child of any age. These exceptional teachers hold immense significance. They most often do, however, recall a teacher who didn't appear to care about the pupils or who didn't try to support their learning. These are hardly the kind of teachers that today's child's need.

More than anything else, instructional competency ensures successful teaching (Lucero, 2018). In terms of the learning inputs they receive and the chances to pick up skills from the different class activities led by the professors themselves, this would help the students reach their full potential.

In order to maximize and expand learning opportunities, instructional competency also ensures the effective and efficient organization of classroom activities and interactions (Asis, Caballes & Ortiz, 2023).

Teaching is significantly more than just directing educational activities, according to Attakorn et al. (2017). It requires relationships with other teachers, parents, administrators, and community members. These relationships have the capacity to influence student achievement and the efficacy of a particular teaching method in both positive and negative ways.

In the modern world, very few people doubt the value of creativity. A society that is constantly striving to survive and prosper needs creativity as a vital resource. The professions of the future need to be flexible, analytical, and creative thinkers rather than memorization experts. From this vantage point, it is evident that the concept of teaching is vital to the development of creativity. Many students nowadays are taught to deal with particular kinds of difficulties, but they lack the adaptability to break from patterns and handle unanticipated situations that crop up in today's fast changing environment (Blomeke, Jentsch & Ross, 2022).

Beyond the traditional framework of teaching subject-specific knowledge, teachers need to help people deal with a variety of life's uncertainties. Rather than being a traditional subject-matter specialist, this shift really demands for the teacher to become a supporting facilitator of learning (Cabansag, 2020).

Additionally, teachers' inventiveness is important. Balkar (2015) defines innovation as the act of creating something new, such as a novel concept, technique, or tool. Gkorezis (2015) defines innovation as any idea, action, or product that an individual, a group of people, or a society considers to be unique. On the other hand, Goldsmith and Foxall (2003) defined innovation as a continuous process that tries to enhance living conditions and can take the shape of new products, services, technologies, processes, and organizational structures.

The operational definition of teacher resourcefulness is the capacity to use the right words, approaches, and resources to help students reach their maximum potential (Okoye, 2013). When teachers make use of all the talents, skills, and abilities at their disposal to maximize learning outcomes and accomplishments—so that learner behavior and performance illustrate the results in real-world scenarios—they are considered resourceful. Put another way, a teacher's creativity is evaluated by the things he makes. The learning outcomes are undoubtedly impacted by the creativity of teachers. Highly creative teachers are said to be better able to select the most appropriate teaching strategies and resources given the differences in the abilities, prior experiences, and family backgrounds of their students.

According to Ikoh and Nwankwo (2013), teachers' uniqueness really leads to varying degrees of efficacy, which is a strong predictor of variations in students' learning. Analyzing the

practical rationality of teachers is important because it helps us figure out what language a teacher should use to encourage rational discussion about different teaching philosophies. This could assist to explain why math teachers think that some policy suggestions for enhancing learning are feasible. Likewise, it would reveal which recommendations aren't going to be taken seriously. Teachers' practical rationality gradually transforms into a tendency, or (to use Aristotle's term) phronesis. This is not a skill that can be learned and then applied without practice. Their natural tendencies require them to behave appropriately in the right situation at the right time (Macintyre 1981, cited in Carr 2004, 62). Practical rationality is comparable to 'practical reasoning' because of the puzzles that surround it; it is not a systematic or rule-governed skill that can be learned 'in theory' and then applied 'in practice' (Carr, 2004).

The forms stand for behavioral predictors of fluctuations, job accomplishments, absenteeism, and professional happiness. The concept of commitment, which is regarded as one of the most important factors determining an individual's conduct at work, has drawn the focus of many executives and teachers (Kannan & Pillai, 2018). The "theory of commitment" also states that the more time and effort someone puts into many projects, the more difficult it is to argue against their dedication. Accordingly, the more support and encouragement someone receives to begin working, the more likely it is that they will continue (Tayler, 2018). Professionals believe that since they are committed to a full-time career and see it as a worthwhile activity, they should give it their all and remain steadfast in their dedication. One way to define professional dedication is a person's attitude toward their line of work or career. "Professional commitment" refers to a person's emotional investment in their field of work. It is true that professional commitment entails maintaining employment, working really hard for the career, and believing in and having trust in the goals and ideals of the career (Elias, 2016).

According to Shu (2022), the level of commitment that equates to professional dedication is determined by the working standards of performance. The researcher and his colleagues distinguished three components of professional dedication: normative, effective, and ongoing. They assert that a strong sense of obligation, a need for job stability, and an identity generated from one's work are characteristics of professional commitment (Osinsky & Mueller, 2014).

Wallace and associates' definition of professional commitment and Allen and Meyer's concept of organizational commitment are similar.

Elias (2016) asserts that a strong work ethic is associated with significant results such as improved productivity, a decline in relocation desires, and a rise in satisfaction inside the company and in the workplace. Studies have indicated that a high level of employee commitment raises motivation and enjoyment while reducing the risk of an employee leaving the organization ([Zee & Koomen, 2016](#))

Individuals' levels of commitment likely have an impact on their work behaviors, including their membership in professional associations, their judgments of the work itself, and their observable attitudes. Thus, those who have a strong sense of dedication to their work are less inclined to take part in actions that could harm the company. Good actions that are advantageous to companies are associated with commitment (Greenfield, 2018).

"Commitment" describes a way of thinking that conveys the degree of a worker's and an organization's bond. Most authors define this concept as either "the strength of an individual's identification with and involvement in an organization" ([Wang et al., 2021](#)) or as the "psychological attachment felt by an individual within an organization and reflecting the degree to which an individual has interiorized and adopted the organization's characteristics or perspective" (Oreilly & Chatman, 2016). Drawing from experience of diverse types of organizations, Meyer and Allen developed "The model of the three components of organizational commitment" in 1990.

The extent to which an individual's work performance influences his self-esteem is how Lodahl and Kejner (2015) defined professional commitment. The concept of professional commitment refers to a way of thinking that expresses the degree of attachment between an employee and a company. According to Rots and Aelterman (2018), newly employed teachers need to show a commitment to their trade in order to remain in the teaching profession. Smith (2016) conducted a study on the professional dedication of teachers and the school environment. The results of the study examined the relationship between the professional commitment of

teachers and the school climate. It was discovered that the most important indicator of teacher commitment was teacher professionalism.

To be committed to finishing a task, one needs to be motivated. Gomes & Borba (2011) state that work motivation is one of the most significant ideas in organizational psychology and has been studied in a range of work environments. Because it affects both student motivation and the effectiveness of school operations, Zenorini, Santos, and Monteiro (2011) provided evidence that teachers view teacher motivation as a critical component of the learning environment.

Teacher commitment is the term used to describe an teacher's emotional attachment to the school. It might also motivate you to put in more effort. Commitment is defined as an individual's affect, belief, and behavioral intention toward his task (Cohen & Mart cited in Ayele, 2014). Commitment, as an attitude, stands for feelings of connection, loyalty, and affiliation to the organization that is the focus of the commitment. According to Smith (2010), dedicated teachers may have a strong psychological bond with their institution, their students, or their subject matter. Dedicated teachers ought to be driven from within. A teacher's commitment may be directed at one or more of the following: the teaching profession, student success, specific projects, or the educational system in its entirety.

A person's dedication becomes a problem when they are faced with accountability for the results of their labor ([Ryan & Deci, 2020](#)). Additionally, he said that efforts to disseminate freshly produced images of effective teaching should prioritize modifying the commitments made by teachers. The learners will undoubtedly experience favorable effects from this instruction. However, employees who feel that their job security is in jeopardy may decide to resign from their position and lose interest in the company, according to Akpan (2013).

Teachers of both genders are employed by educational establishments, including both public and private schools. According to Nagar's (2012) research, women exhibit higher levels of commitment when compared to men. This outcome shows that in order to address the commitment of male teachers inside the organization, school officials must act immediately. Students will suffer as a result of men's decreased dedication to their work and to the school.

Keeping in mind the findings of Asad and Abdulrauf (2015), it is important to take into account teachers' promotions in order to guarantee their dedication. This can be accomplished by making sure that promotions are given out based on qualifications, experience, and merit. To encourage greater dedication, teachers ought to get competitive pay. According to a related study, teachers' commitment to the organization and job satisfaction are positively correlated (Aydogdu and Asikgil, 2011). A teacher's level of devotion to the organization is positively correlated with their job satisfaction.

When considering job satisfaction from the perspectives of work and family balance, employees express pleasure with their income and the degree to which they were able to manage work and personal time. Workers prefer occupations that allow them to balance work and family duties, according to a 2014 study by Agarwala et al. comparing workers in three nations.

The presentation of varied literature and studies magnified that teachers instructional qualities are very much considered in the selection of teachers. It is indeed very important to always look on the instructional qualities because the main role of the teachers is to teach. In addition, data on commitment of teachers are vast because it is acknowledged that committed teachers are the ones who perform more. However, there are few studies that shows findings using mixed method. This convinces the researcher to have study that determined the relationship between instructional qualities and commitment of public elementary school teachers in Magalang South District in the Division of Pampanga during the School Year 2024-2025.

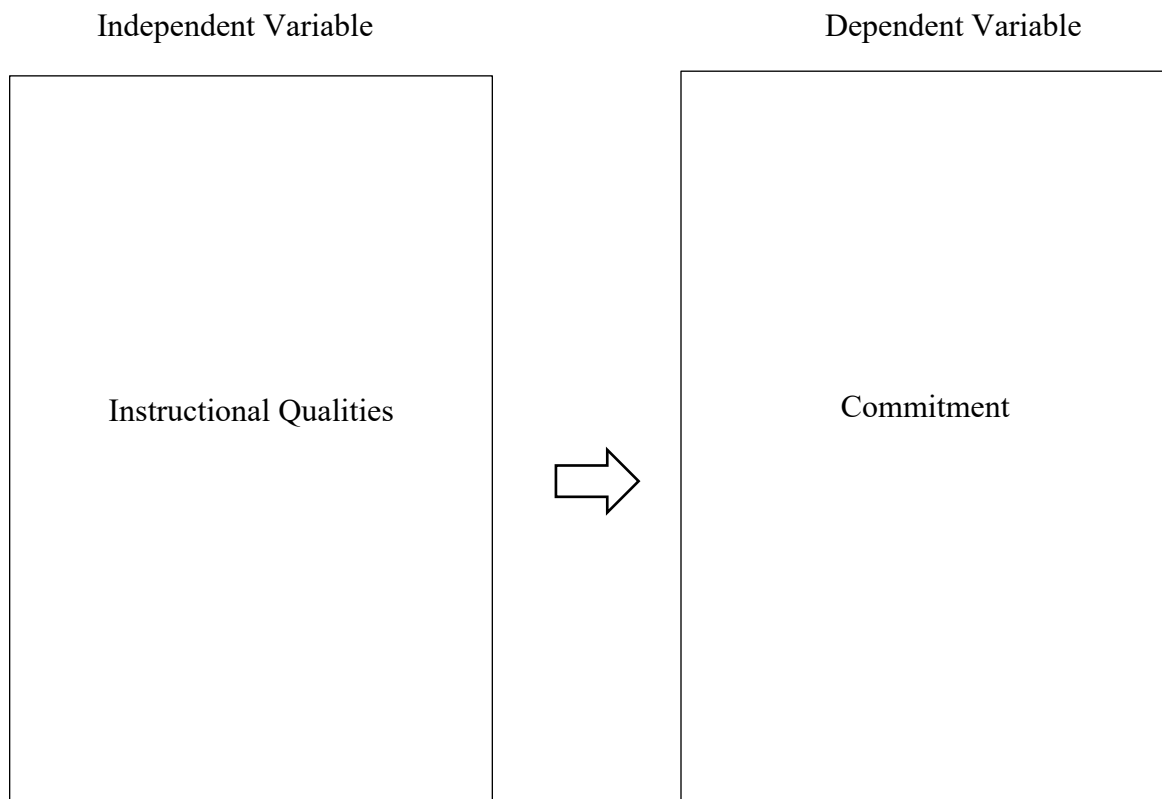
### **Conceptual Framework**

The graphical presentation of the study is found in Figure 1 through the IV-DV model.

The independent variable of the study was the instructional qualities of elementary teachers focusing on creativeness, innovativeness, resourcefulness, rationality, identity and technical competence.

The dependent variable was the commitment of respondents based on affective commitment, continuity commitment, and normative commitment.

The arrow in the middle reflects the hypothesized influence of the instructional qualities on commitment of public elementary school teachers.



**FIGURE 1**  
**PARADIGM OF THE STUDY**

### **Statement of the Problem**

The primary goal of this study was to determine the relationship between instructional qualities and commitment of public elementary school teachers in Magalang South District in the Division of Pampanga during the School Year 2024-2025.

Specifically, the following questions were answered:

1. How may the instructional qualities of the respondents be described in terms of the following:
  - 1.1 creativeness,
  - 1.2 innovativeness, and
  - 1.3 resourcefulness?

2. How may the elementary teachers' level of professional commitment be described along the following:

- 2.1 affective commitment,
- 2.2 continuity commitment, and
- 2.3 normative commitment?

3. Is there a significant relationship between instructional qualities and commitment of public elementary school teachers?

4. What other instructional qualities of teachers that can influence their commitment?
5. Based on the findings, what plan may be proposed?

## Hypothesis

This study was anchored on the null hypothesis that there is no significant relationship between instructional qualities and commitment of public elementary school teachers.

## Significance of the Study

This research is expected to be of great help to the following:

**School Administrators.** The findings of the study will provide them the needed data on the relationship between instructional qualities of teachers and their commitment. With this, they can find ways on how they can provide the appropriate technical assistance that is part of their functions as instructional supervision.

**Teachers.** The findings of this study will help them understand their professional commitment towards the school. In addition, knowing what affects their commitment will be of great help for them to have their own professional development plan.

**Future Researcher.** The findings of this study may encourage the interest of other researchers to conduct similar studies in another locale. The study may also serve as springboard in conducting another research related to the research topic. This may also be used as reference of other researchers.

## Scope and Delimitation

The study was conducted in one of the schools division in Region III. Specifically, the Magalang South District of the Division of Pampanga was the main locale of the study.

From this place, the total population of the teachers in the district were requested as the respondents for quantitative part, while 10 teachers were requested as the participants in qualitative phase.

The primary goal of this study was to determine the relationship between instructional qualities and commitment of public elementary school teachers in Magalang South District in the Division of Pampanga during the School Year 2024-2025.

To realize it, the researcher focused on getting data on instructional qualities focusing on creativeness, innovativeness, and resourcefulness. Also, data on commitment was gathered based on affective commitment, continuity commitment, and normative commitment. Using the two data, the relationship was tested. All of these were for quantitative part.

The qualitative part had data on other instructional qualities of teachers that can influence their commitment. Results from the two methods combined were used to come up with a proposed plan.

## Definition of Terms

To have a richer understanding, the following terms are defined:

**Commitment.** This refers to the strength of an individual's identification with, and involvement in doing a particular task (Mowday et al., 2016). In the present study, commitment will be viewed as the teacher's commitment to the school or on the profession.

**Instructional Qualities.** This refers to the characteristics of teachers in terms of their function as conveyor of knowledge. Sogunro (2017) defined them as the traits that are expected from a teacher in the delivery of instructions.

## II. METHODOLOGY

This chapter deals with research design, respondents and sampling technique, instrumentation, data collection and statistical treatment.

### Research Design

Mixed method was adopted in this study. Hafsa (2019) claims that it is a study that combines the use of quantitative and qualitative methods. As the name implies, it addresses the shortcomings of the other two approaches by combining their strengths.

Specifically, sequential explanatory design was used in this research. The term "sequential explanatory method" refers to the combination of a quantitative and qualitative approach to studying a phenomenon. He continues by saying that it's a means of describing something that's occurring in our surroundings and that's vital to our survival. (Creswell, 2014) provides support for this notion by characterizing the sequential explanatory method as a helpful strategy for identifying and understanding a fundamental phenomenon. According to Jacobs (2017), this kind of research design is a continuous process based on numerous factors that, when taken into consideration, result in generalizations about issues as well as the formation of important theories and viewpoints from qualitative data obtained from interviews. Consequently, for this study, this research strategy will be the most suitable.

This method was suited on the purpose of the study which was to determine the relationship between instructional qualities and commitment of public elementary school teachers in Magalang South District in the Division of Pampanga during the School Year 2024-2025.

### Respondents/Participants

The main locale of the study was the Magalang North District where the researcher was currently located and assigned as public school teacher. The district was under the leadership of

public schools district supervisor. Total population of teachers will be requested as the respondents. This means that universal sampling was applied. This gave everyone the chance to be represented in the study.

**TABLE 1**  
**RESPONDENTS OF THE STUDY**

Schools	Frequency	Percentage
School 1	22	14.77
School 2	9	6.04
School 3	15	10.07
School 4	12	8.05
School 5	13	8.72
School 6	7	4.70
School 7	5	3.36
School 8	6	4.03
School 9	11	7.38
School 10	18	12.08
School 11	8	5.37
School 12	9	6.04
School 13	14	9.40
<b>Total</b>	<b>149</b>	<b>100.00</b>

Table 1 shows the distribution of the respondents according to school. It can be seen that there was a total of 149 elementary teachers from the entire district. A closer look on the table revealed that 14.77% of the respondents are from School 1, while 3.36% are from School 7.

Another part is the participants for qualitative phase. In this study, the researcher requested ten participants. For the selection, the researcher used purposive sampling technique. This means that the researcher needs to have set of criteria to be used for the selection. In this study, for teachers to be included as participants, they need to meet the following requirements: (1) has outstanding rating for the last three years, (2) has approved research or innovation related to teaching, and (3) has high rating on instructional qualities.

## Research Instruments

The researcher had two instruments: instrument for quantitative part and instrument for qualitative part.

To examine the instructional qualities of teachers, the tool of Jucom (2020) was used. Teachers were asked to respond to a survey about their instructional skills. One can respond to it using a four-point Likert scale. Nevertheless, the fact that this instrument was modified to meet the study's demands shows that it is validated and updated.

The second questionnaire was from Ayele (2014) focusing on commitment of teachers. The said tool is standardized and it was adopted since it suits the purpose of the study.

The qualitative part of the study utilized semi-structured interview. The questions on this part was crafted once the results on quantitative part are already available. The questions were open-ended to make sure that every participant had the chance to fully express themselves during the interview.

The first draft of the interview questions was presented to the adviser for improvement. After the first improvement, a panel of experts was asked to validate the questions. The following validators were considered: (1) human resource personnel, (2) a Principal IV and (3) qualitative research professor. Comments and suggestions were discussed with the adviser before the finalization of the interview guide.

## Data Collection

The first target of this research was to secure all the necessary approvals from higher authorities. These permits were requested from graduate school, Schools Division Superintendent and Public Schools District Supervisor by writing a letter stating the purpose of the study and its target completion. Before it was sent, the research adviser affixed his signature on the said letters.

Distribution of the survey questionnaire to the respondents of the study only began once all the permits were collected. The researcher considered using online platforms like google forms, emails, video calls and social media to meet the respondents. Still, a hard copy of the questionnaire was given to the respondents.

The researcher explained to the respondents the purpose of the study and its possible implication in the work of the teachers and its future benefits for the school. Respondents had the opportunity to ask questions or to clarify things that are vague for them. 10 weeks was spent for data collection. Another consideration in research was to give enough time to answer the survey questionnaire. The researcher gave the teachers the time to even take home the survey questionnaire if needed.

In addition, the participants for interview were met first to get their preferred schedule for the interview. The first meeting also gave the researcher the chance to give the questions to be asked to give the teachers the chance to go back on their previous experiences and organize their thoughts well. For the interview proper, the researcher used audio recorder to capture the actual responses. This helped in having accurate transcriptions of the interview proper.

### **Ethical Considerations**

The researcher made sure that participation in this research is voluntary. Respondents received no sanction for not participating. This means that they have the liberty to accept or decline answering the survey. Lastly, they may also withdraw anytime during the data collection. From all of these things, it was highlighted that teachers would have no reward or payment for the participation. It was discussed that no future transaction of the teachers with the researcher was affected.

Confidentiality of the data was given consideration. The respondents may or may not write their name on the paper. Moreover, the distribution of the questionnaire was done randomly so the researcher had no chance of remembering who owns the questionnaire.

Lastly, information were kept with utmost secrecy and confidentiality and were only used for the purpose of this research. No respondent was singled out and all of the information were only available for those who have part in this research. To do this, the researcher gave the questionnaire to write the name of the respondents optionally. In addition, codes were used as substitute for the name of the respondents to protect their identity.

### Statistical Treatment/Data Analysis

The researcher used the following statistical treatment to interpret the data collected:

1. Weighted mean, to measure the instructional qualities and commitment of teachers.

This range was used for interpretation:

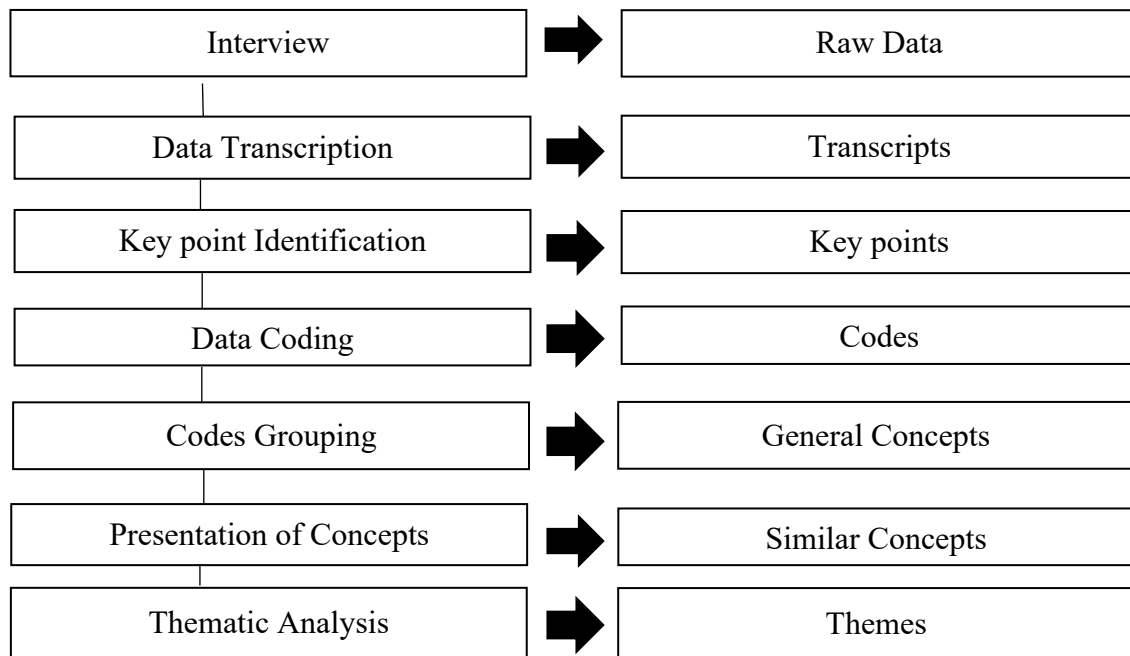
For instructional qualities, this were used:

Scale	Mean Range	Description
5	4.51-5.00	Always
4	3.51-4.50	Often
3	2.51-3.50	Occasionally
2	1.51-2.50	Seldom
1	1.00-1.50	Never

For commitment, this was applied:

Scale	Mean Range	Description
4	3.26-4.00	Very High
3	2.51-3.25	High
2	1.76-2.50	Moderately High
1	1.00-1.75	Low

2. Pearson r, to examine the relationship between instructional qualities and commitment
3. Thematic Analysis, to interpret the data on interview



**FIGURE 2**  
**DIAGRAM OF QUALITATIVE DATA ANALYSIS**

### III. RESULTS AND DISCUSSION

This chapter centers on presentation of results using tables and their discussion part. Arrangement is based on the statement of the problem.

#### 1. Assessment of Instructional Qualities of Teachers

The instructional qualities of teachers are based on creativeness, innovativeness, resourcefulness, rationality, identity and technical competence.

Table 2 reveals that respondents rated creativeness as often with a grand mean of 4.47 (SD=0.38). It is also shown that first indicator which reads “I integrate different techniques for creativity such as brainstorming, group work, etc.”, magnifies the highest mean of 4.78 (SD=0.37), while the lowest mean of 4.38 (SD=0.38) is found on the fourth indicator that says “I learn and am actively engaged with the learning of others”.

It is a portion of what they have already acquired from their schools and from the experience that they have that has contributed to the creativeness that teachers have shown regarding this topic. Teachers who are creative in their profession demonstrate innovation in their lessons, as stated by Pishghadam et al. (2012). This is due to the fact that they do not require more time to master the subject. The fact that they have mastered it offers them the opportunity to discover alternative methods to be creative.

**TABLE 2**  
**ASSESSMENT OF CREATIVENESS OF RESPONDENTS**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
1. I integrate different techniques for creativity such as brainstorming, group work, etc.	4.78	0.37	Always
2. I encourage students to provide feedback regarding their environment.	4.39	0.37	Often
3. I encourage problem solving that is conversational and logical.	4.42	0.42	Often
4. I learn and am actively engaged with the learning of others.	4.38	0.38	Often
5. I have the ability to unlock the difficulties of students to ensure learning in the teaching process.	4.43	0.39	Often
<b>Grand Mean</b>	<b>4.47</b>	<b>0.38</b>	<b>Often</b>

Assessment of innovativeness of teachers is rated with a grand mean of 4.24 (SD=0.30) or often. It is also glaring from the table that the highest mean of 4.65 (SD=0.42) is found on “I include opportunities for students to engage in a variety of assessments that measure their performance relative to learning` targets”, while the lowest mean of 2.33 (SD=0.21) is listed on “I submit innovations in school”.

This means that teachers are constantly looking for fresh ways to present new concepts in the classroom. When they are confronted with difficulties in their profession and in their instruction, yet they attempt to find solutions on their own level. On the other hand, they are unable to meet the requirements necessary to be considered innovations in educational institutions.

When it comes to education, innovation fosters inquiry, adaptability, and critical thinking, all of which are useful to our children when they are in the classroom. Moreover, it will equip them with the resources they require to deal with the obstacles that they will face in their future employment, while also providing them with the self-assurance and flexibility necessary to continue changing.

The use of ingenuity and creativity by teachers to improve their existing methods and discover new ones that will enable them to impart subject-matter knowledge to students, develop

their skills, and ensure that students always receive the best learning opportunities possible, regardless of where that learning takes place, is what Popescu (2022) define as innovation in education. In a nutshell, innovation in education is the use of ingenuity and creativity by teachers.

**TABLE 3**  
**ASSESSMENT OF INNOVATIVENESS OF THE RESPONDENTS**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
1. I include opportunities for students to engage in a variety of assessments that measure their performance relative to learning` targets.	4.65	0.42	Always
2. I encourage critical thinking and collaborative learning in a democratic and caring environment.	4.59	0.41	Always
3. I design and employ a variety of learning experiences that build on and recognize the academic competence of students.	4.58	0.45	Always
4. I find new ways to always teach the lesson.	4.60	0.35	Always
5. I submit innovations in school	2.33	0.21	Seldom
<b>Grand Mean</b>	<b>4.24</b>	<b>0.30</b>	<b>Often</b>

It is glaring from that resourcefulness is rated with a mean of 4.63 (SD=0.39) or always. Table 4 also tells that the highest mean of 4.72 (SD=0.32) is marked on the second indicator “I can make adjustments and remedies on instructional materials that are needed in teaching”, while the lowest mean of 4.58 (SD=0.37) is found on the third indicator “I have the ability to tap available resources aside from textbooks to improve teaching”, yet both are still assessed as always.

Considering the data, teachers usually find ways to deal with the difficulties and obstacles they face in the classroom, particularly when it is something that they are able to do. They develop their teaching skills to the point where they become inventive when they are required to find alternatives or solutions in order to ensure that they are still able to instruct their students. One of the qualities that Mallillin and Mallillin (2021) identified as being possessed by teachers is the ability to always become resourceful. They are constantly thinking about their students and the

classes that they teach, which is why they always find ways to supply the needs of their students to the best of their abilities, for as long as they are able to satisfy those requirements.

**TABLE 4**  
**ASSESSMENT OF RESOURCEFULNESS OF RESPONDENTS**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
1. I can develop creative ways to teach and find solution on my challenges in teaching.	4.66	0.33	Always
2. I can make adjustments and remedies on instructional materials that are needed in teaching	4.72	0.32	Always
3. I have the ability to tap available resources aside from textbooks to improve teaching.	4.58	0.37	Always
4. I can network with co-teachers to help me in preparation of materials for teaching.	4.59	0.36	Always
5. I look for other options once needed to meet the goals.	4.62	0.42	Always
<b>Grand Mean</b>	<b>4.63</b>	<b>0.39</b>	<b>Always</b>

## 2. Teachers’ Level of Professional Commitment

The assessment of teachers’ level of professional commitment is divided into affective commitment, continuity commitment, and normative commitment.

The level of commitment of teachers in terms of affective domain noted an average mean of 3.67 (SD=0.34) or very high. It is also revealed that third indicator “I am proud to be in my teaching profession” marked the highest mean of 3.80 (SD=0.27) known as very high. This also shows that seventh indicator “I do not mix my feeling, emotions and personal problems in my profession/ work” garnered the lowest mean of 3.58 (SD=0.40) with verbal rating of very high.

It is underscored that teachers are concerned about their reputation as students in public schools. Their feelings as individuals and as members of the educational institution are the primary

focus of this particular aspect. This demonstrates that teachers are aware that they have a sense of belonging in the school, which in turn makes them more motivated to participate in the accomplishment of the school's visions, mission, goals, and objectives.

Burmansah et al. (2019) provide evidence in favor of this assertion by highlighting the fact that an individual who is affectively devoted is emotionally engaged to and involved in the organization or institution that he has chosen to serve as his second home. Personal qualities, structural characteristics, and job experiences are all influenced by it. It also has an influence on personal attributes.

**TABLE 5**  
**ASSESSMENT OF AFFECTIVE COMMITMENT OF RESPONDENTS**

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptive Rating</b>
1. My teaching profession is important to my self-image.	3.74	0.37	Very High
2. I believe that my school image is my image.	3.63	0.38	Very High
3. I am proud to be in my teaching profession.	3.80	0.27	Very High
4. My profession is a great deal of personal meaning for me.	3.76	0.35	Very High
5. I feel emotionally attached to my teaching.	3.60	0.36	Very High
6. I encourage my staff member to complete the task timely with full dedication and accuracy to increases productivity of school.	3.64	0.37	Very High
7. I do not mix my feeling, emotions and personal problems in my profession/ work	3.58	0.40	Very High
<b>Overall Mean</b>	<b>3.67</b>	<b>0.34</b>	<b>Very High</b>

The continuance commitment was also measured with an overall mean of 3.36 (SD=0.32) or very high. Furthermore, teachers made it clear that the fourth indicator “I would not leave teaching right now because I have a sense of obligation to teaching” accumulated a mean of 3.52 (SD=0.51) with a verbal rating of very high. Third indicator “For me personally, the cost of leaving teaching would be far greater than the benefit” engraved a mean of 3.29 (SD=0.36).

This means that teachers have instrumental attachment to their school. Francia and Espiritu (2024) cited that individuals who possess continuity commitment have an instrumental attachment to the organization. This means that the individual's relationship with the organization is based on an evaluation of the economic benefits acquired by the individual throughout their time with the organization. It merely illustrates that teachers are steadfast in their determination to remain in their positions, despite the fact that they argue that the wage is insufficient to provide a dignified living.

**TABLE 6**  
**ASSESSMENT OF CONTINUANCE COMMITMENT OF RESPONDENTS**

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptive Rating</b>
1. Changing teaching profession now would be difficult for me to do.	3.43	0.32	Very High
2. Too much of my life would be disrupted if I were to change my teaching profession now.	3.31	0.37	Very High
3. For me personally, the cost of leaving teaching would be far greater than the benefit.	3.29	0.36	Very High
4. I would not leave teaching right now because I have a sense of obligation to teaching.	3.52	0.31	Very High
5. I will not change teaching if I am offered better working condition and safety in other sector.	3.45	0.34	Very High
<b>Overall Mean</b>	<b>3.36</b>	<b>0.32</b>	<b>Very High</b>

Normative commitment of teachers is assessed as very high with an average of 3.41 (SD=0.39). In addition, the third indicator “I feel a strong sense of belonging to my teaching.” caught the highest mean of 3.53 (SD=0.39), while the first indicator “I would feel guilty if I left my teaching profession” caught a mean of 3.38 (SD=0.43) but still interpreted as very high.

After conducting a study of the replies provided by the teachers, it has been determined that they have a strong sense of moral obligation to remain employed at the school and to contribute to the achievement of the school's goals. Quinnes and Albutra (2023), who pointed out that it

entails having a sense of obligation of the professionals towards the profession to protect the value, agree with this statement and point out that it is another significance of the profession.

**TABLE 7**  
**ASSESSMENT OF NORMATIVE COMMITMENT OF RESPONDENTS**

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptive Rating</b>
1. I would feel guilty if I left my teaching profession.	3.38	0.43	Very High
2. I am in my teaching profession because of my sense of loyalty to it.	3.50	0.38	Very High
3. I feel a strong sense of belonging to my teaching.	3.53	0.39	Very High
4. I dislike those who hamper the image of my teaching.	3.39	0.41	Very High
<b>Overall Mean</b>	<b>3.41</b>	<b>0.39</b>	<b>Very High</b>

### **3. Relationship between Instructional Qualities and Professional Commitment of Teachers**

After collecting the data from the instructional qualities and professional commitment of teachers, the researcher assessed once more the data for test of influence.

It can be seen that instructional qualities are significantly related with the affective commitment, continuity commitment and normative commitment considering their r-value of 0.6274, 0.6851 and 0.6925 and p-value of 0.0232, 0.0317 and 0.0329.

When instructional qualities increases, there will be an increase in the level of commitment displayed by teachers. According to Leijen et al. (2024), the quality of instruction is extremely important when a teacher wants to pique the interest of their students in the subject matter and stimulate their logical and cognitive processes. However, when evaluating the work of a teacher, it is necessary to take into account the outcomes attained by the students.

**TABLE 8**  
**PEARSON ANALYSIS OF VARIABLES**

<b>Variables</b>	<b>r-value</b>	<b>p-value</b>	<b>Decision</b>
Instructional Qualities vs Affective Commitment	0.6274	0.0232	Reject Null
Instructional Qualities vs Continuity Commitment	0.6851	0.0317	Reject Null
Instructional Qualities vs Normative Commitment	0.6925.	0.0329	Reject Null

Note:

If p-value <.05, significant

#### 4. Other Instructional Qualities that can Influence Commitment of Teachers

The researcher also looked into the other instructional qualities of teachers that can influence their commitment.

##### **Theme 1: Adaptability**

In every organization, change is an unavoidable requirement. In order to meet the requirements of the present moment, it is necessary for teachers and other individuals to simply adapt to these changes. Many shifts have occurred in the work that teachers do. It is not the responsibility of teachers to coach, supervise students, visit their homes if it is necessary, or do any other duties beyond the plain teaching and delivery of lessons. Additionally, the modifications that are being introduced cause disruptions to the routine of what they do. Due to the fact that these are orders, teachers continue to comply. From this point forward, it is of the utmost importance that teachers have a solid understanding of how to adjust to these changes.

This theme is formed considering the following key points:

*Can adapt to different changes (P1)*

*Can do adjustments in work (P3)*

*Be flexible because of sudden changes (P5)*

*You can always go with the changes (P7)*

*Become adaptable (P10)*

It has been found that adaptability among educators is associated with a variety of favorable outcomes for both teachers and students. As an illustration, Collie and Martin (2017) conducted a study on secondary school teachers in Australia and found that when teachers were more adaptable, they also tended to report higher levels of wellbeing and organizational commitment. Furthermore, the adaptability of instructors was found to be associated with the accomplishment of students in the area of numeracy through the impact it had on the teachers' overall well-being.

In more recent research, Collie et al. (2018) revealed that teachers who were more adaptive tended to be less disengaged in their professional activities. The research conducted by Loughland and Alonzo (2019) revealed that teachers who are more flexible have a tendency to implement teaching strategies in the classroom that are tailored to the requirements of the pupils. In their most recent study, Martin et al. (2019) discovered that flexibility was connected with higher levels of professional motivation and occupational self-concept among teaching assistants who worked with students who had disabilities.

## **Theme 2: Resilience**

Since the beginning of time, teaching children in a school setting has never been a simple task. Despite the fact that students come from a variety of backgrounds, teachers are required to handle the behaviors of their students effectively. It is necessary to have the ability to endure challenges in order to complete this enormous effort because students of this age still play a lot and are looking for activities that are both entertaining and engaging.

Teachers need to be resilient to be more dedicated as shown in the following statements:

*Your ability to continue even though there are challenges (P2)*

*You keep on standing up every morning despite problems (P4)*

*You need to become resilient (P6)*

*Set aside personal problems while you work (P8)*

*I think it is resiliency. (P9)*

When teachers are resilient, they have the ability to endure challenges and problems and continue providing quality education to their learners. The following are some of the common sources of stress that teachers experience: a heavy workload, working with limited resources and supports, the challenging needs of students, expectations of teachers and students' performance as a result of education policy reform (Gu, 2014), demanding school settings, and the relational and emotional demands of the role. Teaching is an emotionally taxing profession because it involves emotional energy to maintain genuine, loving relationships with pupils and to maintain ongoing involvement (Day & Hong, 2016)

### 5. Proposed Commitment Sustainability Plan

After careful analysis of data and getting results from the quantitative part and qualitative part, the researcher proposed this commitment sustainability plan.

<b>Strategies Activities</b>	<b>Persons Involved</b>	<b>Time Frame</b>	<b>Expected Outcome</b>	<b>Success Indicators</b>
1. Conduct a Workshop on Creative and Innovative Teaching Strategies	School Head, Master Teachers, All Teachers	1st Quarter	Teachers gain new ideas and techniques for creative classroom instruction	Teachers demonstrate innovative teaching practices in lesson observations
2. Launch “Resourceful Teacher Challenge” (Monthly innovation sharing session)	LAC Coordinator, Teachers	Monthly	Teachers become more resourceful by sharing best practices and materials	Number of shared innovative teaching ideas increases monthly
3. Develop a “Creativity Corner” bulletin or digital platform for showcasing innovative teaching outputs	ICT Coordinator, Teachers	Throughout the year	Encourages recognition and exchange of creative teaching outputs	Bulletin or platform updated regularly with new contributions

<b>Strategies Activities</b>	<b>Persons Involved</b>	<b>Time Frame</b>	<b>Expected Outcome</b>	<b>Success Indicators</b>
4. Provide incentives or recognition for most creative and innovative teachers	School Head, Committee on Rewards and Recognition	Every Quarter	Increased teacher motivation and commitment to innovation	Number of participants and nominations for innovative practices
5. Integrate innovation goals into Individual Performance Commitment and Review Form (IPCRF)	School Head, Teachers	Start of School Year	Encourages accountability and long-term commitment	Inclusion of innovation indicators in performance evaluation
6. Encourage participation in innovation-related trainings and seminars	School Head, Teachers	As scheduled by DepEd or division office	Teachers gain updated strategies to apply in class	Attendance records and application of learned strategies in class
7. Establish peer coaching and mentoring focused on creative teaching practices	Master Teachers, Mentors, Beginning Teachers	Quarterly	Collaborative sharing of innovative and resourceful techniques	Reports on improved teaching performance and learner engagement

#### IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter centers on summary of findings, conclusions formed and recommendations offered.

##### Summary of Findings

The following were the summary of findings:

1. Teacher provided a rating of often on their instructional qualities in creativeness (M=4.47), innovativeness (M=4.24), and always on resourcefulness (M=4.63).

2. Teachers' level of commitment is very high on affective commitment (M=3.67), continuity commitment (M=3.36), and normative commitment (M=3.41).

3. The relationship between instructional qualities and affective commitment listed an r-value of 0.6274 and p-value of 0.0232. In addition, relationship between instructional qualities and continuity commitment listed an r-value of 0.6851 and p-value of 0.0317. Lastly, relationship between instructional qualities and normative commitment listed an r-value of 0.6925 and p-value of 0.0329.

4. Adaptability and Resilience were the other instructional qualities of teachers that can influence their commitment.

5. A commitment sustainability plan is proposed based on the findings of the study.

##### Conclusions

The following were the conclusions formed based on the summary of findings:

1. Teachers believe that they possess necessary instructional qualities that they use in their teaching craft. In addition, they ensure that they can find ways to continue teaching despite some lack of resources. Lastly, they understand that they can still improve their creativeness.

2. Teacher-respondents have a strong emotional attachment in the teaching profession, to their learners and their schools. They ensure that when they act, they always consider the name of the teaching profession.

3. Instructional qualities of teachers are significantly related with their commitment. This denotes that an improvement on the instructional qualities of teachers will entail improvement on their commitment.

4. Teachers understand that teachers need to be flexible and changes and they must have the ability to endure challenges in work.

5. The proposed commitment sustainability plan aims to be of great help to teachers in their commitment.

## **Recommendations**

The following are the recommendations offered:

1. School heads may conduct festival of teaching or district learning action cell that will showcase the best instructional practices of teachers.

2. School heads and assigned administrative officers may come up with quarterly recognition of teachers to sustain their strong commitment to the teaching profession.

3. Master teachers may conduct learning action cell so teachers will have better understanding of their needs for improvement on instructional qualities and commitment.

4. The additional instructional qualities that help teachers on their commitment may be shared to teachers through their integration in coaching and mentoring.

5. The proposed commitment sustainability plan may be adopted in one district to test its effectiveness.

6. Future researchers may conduct study regarding the reasons of teachers who left the teaching profession to enrich the findings of the study.

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