

## Relationship of Identity and Commitment Towards Faculty's Performance of Laguna State Polytechnic University Faculty, Philippines

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### ABSTRACT

*The relevance of curriculum in supporting high levels of learning and the articulation and promotion of comprehensive development-relevant education was stressed in Sustainable Development Goal Four (SDG 4). The study used a quantitative research design employing a descriptive-correlational approach. Forty (40) faculty members of Laguna State Polytechnic University (LSPU) from the College of Industrial Technology (CIT) participated in the study, where purposive sampling was used in choosing the respondents. JASP software was used in analyzing the data in the study. Based on the findings, The relationship between identity, commitment, and faculty teaching performance is highly valued at LSPU. Furthermore, there is no substantial association between teachers' professional identities and commitment to instructors' performance. Thus, teachers' performance should be prioritized because it impacts the school's long-term success. Future researchers may use a qualitative research design in a different setting.*

### Keywords:

Commitment, IPCR, Professional Identity, Teacher's Performance.

### ABSTRAK

*Relevansi kurikulum dalam mendukung pembelajaran tingkat tinggi serta artikulasi dan promosi pendidikan yang relevan dengan pembangunan yang komprehensif ditekankan dalam tujuan Sustainable Development Goal Four (SDG 4). Penelitian ini menggunakan desain penelitian kuantitatif dengan pendekatan deskriptif korelasional. Empat puluh (40) anggota fakultas Laguna State Polytechnic University (LSPU) dari College of Industrial Technology (CIT) berpartisipasi dalam penelitian di mana purposive sampling digunakan dalam memilih responden. Perangkat lunak JASP digunakan dalam menganalisis data dalam penelitian. Berdasarkan temuan tersebut, hubungan antara identitas, komitmen, dan kinerja pengajar fakultas*

*sangat dihargai di LSPU. Selain itu, tidak ada hubungan substansial antara identitas profesional guru dan komitmen terhadap kinerja instruktur. Dengan demikian, kinerja guru harus diutamakan karena berdampak pada keberhasilan sekolah dalam jangka panjang. Peneliti selanjutnya dapat melakukan penelitian dalam setting yang berbeda dengan menggunakan desain penelitian kualitatif.*

***Kata kunci:***

Komitmen, IPCR, Identitas Profesional, Kinerja Guru.

## **1. Introduction**

Teachers enter the learning sector with professional self-images based on their actions and experiences as students; nonetheless, these self-images are continually recontextualized according to their professional experiences (Maciej Serda et al., 2013). A teacher's response to the question "Who are you?" is continually influenced by how they perceive the impact of their future employment on defining who they are. At the start of their careers, teachers work as a means of developing their identities. The practices, actions, and skills a teacher exhibits in the classroom depend heavily on their professional identity (Pocaaan, 2022). Teachers enter a career and must acknowledge and recognize that every profession possesses principles and values that preserve the honesty and effectiveness of the specific line of work. Providing yourself all at work and conducting yourself with integrity are examples of professional dedication, which conveys who you are as a person and an employee (McGaha & Linder, 2014). A positive attitude is a determinant in performing activities and functions in the institution. It demonstrates that instructors should have positive attitudes in a complex organization. Living in a varied institution allows for a broad range of understanding and collaboration toward achieving organizational goals.

Being a teacher is a lifelong passion and commitment to providing knowledge, enhancing one's capabilities, and advancing one's career (Culajara, 2023). Being a teacher requires a variety of activities and functions; the purpose of this research is to determine where a teacher's obligations are bundled and to learn about their identity as a teacher. This cleared the way for the book of the study, which stated that the life of a teacher is a lifetime journey that tries to improve one's ability to improve oneself. A teacher assists students in acquiring knowledge, competence, or virtue. The function of a teacher can be assumed informally by anyone (Angga Gunantar, 2017). Professional teachers preserve their students' learning and confidence. It displays authority and composure in all educational settings and effectively imparts instruction.

Being an effective and efficient teacher entails becoming competent and optimistic about one's materials, creating a compassionate and considerate learning environment, establishing an authentic relationship with students, being coordinated and making plans, remaining open to new perspectives and constantly learning, appreciating diversity, and making the complex subject matter accessible to students (Sweeney et al., 2020). Moreover, teachers contribute to the students in terms of learning

capabilities, adapting to change in education, and being versatile in learning new different approaches and strategies in simplifying the process and avoiding virus spread and becoming a safe individual retains and further enhances learning in today's modern world of education (Culajara et al., 2022).

The relevance of curriculum in supporting high levels of learning and the articulation and promotion of comprehensive development-relevant education was stressed in Sustainable Development Goal Four (SDG 4). Teachers, leaders, and change agents are significant supporters of K-12 curricula. As the primary agents of change, teachers should embrace global changes, value variety, and foster unity, believing in growing one's ability to confront diversity and individuality.

Teachers are instructional leaders and must adapt to changes (Ancho & Arrieta, 2021). As a result, teachers must define their identities in the institution. Furthermore, as asserted by (Moses et al., 2017), there were four sorts of teachers' commitment: devoted, enthusiastic, committed uncertain, and disengaged. Because of the differences in each Teacher's performance in their teaching field, it is clear that teaching is a lifelong activity focused on development and progression (Karacan Ozdemir et al., 2022). A solid identity and devotion to their profession can help them perform even better as successful and efficient teachers. As such, there is only growth in teacher performance when an individual has the commitment and enthusiasm for progression.

The study aims to determine the relationship between identity, commitment, and faculty performance in the College of Industrial Technology. Specifically, it sought to address the following questions: (1) What is the professional identity level of CIT faculty in LSPU in terms of (a) Profession Knowledge, (b) Profession Philosophy, (c) Expertise and Roles of Professionals, (d) attitude, and (e) engagement behavior; (2) What is the level of professional commitment by the faculty performed in the university in (a) affective, (b) continuance and (c) normative; (3) What is the Teacher's performance level in the College of Industrial Technology based on their IPCR; (4) What are the teachers performance based on IPCR?; and (5) Is there a significant relationship between the professional identity, professional commitment, and faculty performance in the College of Industrial Technology.

## **2. Methods**

This study used a quantitative research design using a descriptive-correlational methodology. Descriptive research comprises examinations of the nature and state of something (Einola & Alvesson, 2021). Furthermore, (Del Rosario Aquino & Rivano, 2022) stated that this methodology is fundamentally applicable because it improves the quality and comprehension of the supplied data. Purposive sampling was utilized in the study. It is categorized as a non-probability sampling method in which sample objects are based primarily on the researcher's discretion (Campbell et al., 2020). Researchers commonly believe that if they use good judgment, they may obtain a representative sample and save much time (Rai et al., n.d.).

The study was participated by 40 faculty members from Laguna State Polytechnic University from the College of Industrial Technology. They were asked questions and surveyed to establish the relationship between professional identity, professional commitment, and performance. The primary data collection device was a questionnaire, and the individual performance commitment review results are utilized in two sections. The questionnaire is designed to gather their views on a specific field being studied (Naveed et al., 2017). The first section consisted of measures that determined the level of professional identity based on professional knowledge, professional philosophy, professional duties and expertise, attitudes, behavior engagement, and interaction. The second variable is the level of professional attention measured by emotional, continuation, and normative commitment. The survey questionnaire was validated by using construct validation by the experts.

JASP software was used in the study to analyze and interpret the collected data. The study used weighted mean, standard deviation, and regression analysis to investigate the relationship between professional identity, professional commitment, and teacher performance. The researcher obtained consent from the university president and the campus director. The researcher informed the participants of the purpose of the survey.

### 3. Results and Discussion

**Table 1.** Professional Identity Level of Faculty in Profession Knowledge

Knowledge of profession	Mean	SD	Remarks	Verbal Interpretation
1. Has the mastery of their primary/specialization	4.7	0.53	Strongly Agree	Very high
2. Update knowledge of the curriculum	4.7	0.53	Strongly Agree	Very high
3. Employ different methods/strategies appropriate for the students	4.67	0.47	Strongly Agree	Very high
4. Provide instructional materials for effective teaching.	4.57	0.72	Strongly Agree	Very high
5. Create a cognitive learning environment	4.77	0.42	Strongly Agree	Very high
<b>Total</b>	<b>4.68</b>		<b>Strongly Agree</b>	<b>Very high</b>

As gleaned in Table 1, it shows the professional identity of faculty in professional knowledge. It demonstrates how teachers' intentions to pursue the teaching profession are influenced by their dedication to teaching (Moses et al., 2016). This implies that instructors must have mastery, enthusiasm, creativity, and adaptability in different situations.

It revealed that the teachers' professional identity in professional knowledge received a 4.68 weighted mean with the verbal interpretation of Strongly Agree. The results also showed that the level of professional identity measured regarding respondents' understanding of their profession received the highest weighted mean of 4.77. It was interpreted as "Very High," indicating that faculty have created a cognitive learning environment. This implies that by obtaining and attaining the

curriculum's goal, teachers must establish a favorable and healthy learning environment where each individual's needs are valued and emphasized.

Furthermore, the learning atmosphere is distinguished by its inclusiveness and acceptance of variety (Francis et al., 2019). As reiterated by (Kraft et al., 2018) physical learning environment is seen as a separate causal component that could interact with learner behaviors, learn-task capabilities, or an interaction of both. Furthermore, (De Freitas et al., 2015) believe that schools are the ideal location to lay the groundwork for a better world and instill wholesome attitudes and values to raise awareness and appreciate diversity where learning happens substantially.

It was also revealed that teachers must have the master of their specialization and update the knowledge in the curriculum with a mean range of 4.70 with the verbal interpretation of "Very High." It indicates that teachers show compassion in teaching and can deliver learning as if they are experts in their chosen field. As reiterated by (Silva, 2021), to adapt to sudden shifts, the teaching profession needs a mindset of continuous development.

This also indicates that the Teacher requires upgrading and staying current in the educational setting. Teachers must embrace growth and development toward quality services in education and faculty performance in the institution with their identity and commitment to be innovative and release students' creativity. Through professional knowledge, their move to student-centered learning will be more meaningful if teachers immerse themselves in the task and can share knowledge with the students.

**Table 2.** Professional Identity Level of Faculty in Profession Philosophy

<b>Philosophy of Profession</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>	<b>Verbal Interpretation</b>
1. The educational curriculum should emphasize the great thinkers of the past.	4.27	0.77	Strongly Agree	Very high
2. Numerous students benefit from learning by participating in authentic activities.	4.47	0.76	Strongly Agree	Very high
3. The teaching of information is more successful when it is split into smaller pieces.	4.37	0.71	Strongly Agree	Very high
4. The curriculum and instruction are determined by essential information	4.53	0.72	Strongly Agree	Very high
5. Perception determines reality for each individual. No objective nor universal truth exists.	4.37	0.75	Strongly Agree	Very high
<b>Total</b>	<b>4.40</b>		<b>Strongly Agree</b>	<b>Very high</b>

Table 2 shows the overall ranking of the said professional identity level regarding professional philosophy. Based on the respondents' responses, all items were assessed as highly agreeing with a verbal interpretation of "Very High," which received a 4.40 overall weighted mean.

Instructors have been creating and testing simple learning approaches to assist students in achieving their learning objectives (Dunlosky et al., 2013). The education approach could be the philosophy of the learning system or the concept of the educational discipline (O’Flaherty & Beal, 2018). Teachers have faith in their profession. As they ignite the flames in their students, this serves as their principles and concepts. They are provided with guidance and assistance in their career because of philosophy. Nonetheless, especially in the latter situation, it may be considered a component of the discipline; it was considered a component of philosophy, while scientific philosophy is not considered a component of constructing and unlocking one's capabilities. (Amineh & Asl, 2015).

Furthermore, with the study (Scherer, 2019), new approaches grow more demanding, and learning assists instructors in shifting their fundamental teaching tool from direct instruction to a more student-centered approach. Instructors must reconsider how they teach.

Instructors must reconsider how they teach (Tam, 2014). In today's world, the distinction and uniqueness of each individual is growing. Students have innate abilities that must be developed and demonstrated to appreciate better the value of valuing diversity and personalizing in the diverse world of learning and teaching. As asserted by (June et al., 2020), instructors and administrators try to devise the finest teaching technique and instructional tools. In a world marked by diversity, inclusion, and a fast pace of learning, instructors should be supported. The professional identity of professional knowledge impacts the teaching and learning processes because knowledge development includes producing knowledge that can be taught to pupils. Instructional competency should be used to improve students' knowledge acquisition.

**Table 3.** Professional Identity Level of Faculty in Expertise and Roles of Professionals

Professional Roles and Expertise	Mean	SD	Remarks	Verbal Interpretation
1. Carefully observed a situation in the field.	4.33	0.70	Strongly Agree	Very High
2. Participate in work out of the field	4.30	0.69	Strongly Agree	Very High
3. articulate novel approaches societal concerns faced by stakeholders	4.30	0.78	Strongly Agree	Very High
4. Connect experiences and theories to one's personal growth.	4.43	0.80	Strongly Agree	Very High
5. Understand and respect other people's views.	4.63	0.71	Strongly Agree	Very High
<b>Total</b>	<b>4.40</b>		<b>Strongly Agree</b>	<b>Very High</b>

Table 3 elicits information about the level of faculty in expertise and roles of professionals; it shows that instructors have a "Very high" professional identity level with a weighted mean of 4.40. It implies that instructors have high engagement and dedication in the chosen field by showing expertise and functioning well in their tasks and responsibilities.

The results show that the respondent's professional identity level received the highest weighted mean of 4.63 and was interpreted as strongly agreeing with a verbal interpretation of "Very high" for the statement "understand and respect other people's views," implying that as the educational landscape changes, students should place more emphasis on and understand inclusive education.

According to a study (Lindner & Schwab, 2020), teachers utilized some inclusive techniques, but more was needed. The current research shows that teachers' identity and commitment depend on their opinions of inclusion, personalization, and difference in physical education classes and how teachers fulfill their obligations in providing quality education services through teaching strategies.

According to (Wort et al., 2021), teachers cannot do the task better than the team but rather motivate the team to do the work better. With the current study, education is a widely accepted concept that seeks to provide equal and high-quality educational opportunities to all learners through teacher performance, identity, and dedication.

It also identified six critical qualities needed for successful faculty performance, such as communication proficiency in one's professional role, awareness of the professional positions of others, leadership, team function, and dispute resolution through negotiation (Bhattacharyya & Shariff, 2014). With the current study and the great majority of literature on this subject, if a growth mindset is to be effectively fostered in classrooms and education is to be successful (Tao et al., 2022), educators must acknowledge contextual components that could transmit the way of thinking messages to students.

**Table 4.** Faculty Attitude Level in Professional Identity

<b>Attitude</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>	<b>Verbal Interpretation</b>
1. Received quality of collaboration between personnel.	4.47	0.81	Strongly Agree	Very High
2. Positivity about the work experience.	4.50	0.85	Strongly Agree	Very High
3. Approval of managerial action.	4.47	0.81	Strongly Agree	Very High
4. Perception of a strong and proactive organization commitment to safety	4.40	0.84	Strongly Agree	Very High
5. Acknowledgment of how stressors influence performance.	4.37	0.84	Strongly Agree	Very High
<b>Total</b>	<b>4.44</b>		<b>Strongly Agree</b>	<b>Very High</b>

Table 4 shows the faculty attitude toward professional identity, which received a mean of 4.40 with the verbal interpretation of "Very High." No matter how heavy and demanding their responsibilities are, instructors find a way and provide a solution for developing education services as much as possible, demonstrating how resilient and optimistic they are in every situation. According to the findings, attitude is a determinant in performing activities and functions in the institution. It demonstrates that educators should have positive attitudes in a complex organization. Living in a

varied institution allows for a broad range of understanding and collaboration toward achieving organizational goals.

Through collaborative efforts, teachers become the best versions of themselves as paths to empowerment and professional success (Xu, 2013). Furthermore,(Dayagbil et al., 2021) that instructors and supervisors who cultivate and maintain a professional attitude in the workplace are more likely to acquire the respect of their coworkers, which may position them for an upward trajectory in the workplace. A professional appearance displays respect for yourself, your work, and your organization to clients and customers(Schumacher et al., 2013). Respect for coworkers can go far toward establishing a healthy and productive work environment. There are several methods to exhibit a courteous attitude in the workplace, ranging from interactions with colleagues and clear communication to sharing praise and shouldering burdens.

The findings show that instructors look positively at the work experience with a weighted mean of 4.50 with the verbal interpretation of "Very High." According to the research of (Raguindin et al., 2021), education implies a variety of concepts that address learning. This concept is used to explain the approach of meeting the educational requirements of all students by fostering engagement, academic accomplishment, and a feeling of community, aiding all students in realizing their full potential (Turgut & Uğurlu, 2022). Any problem gets resolved when there is learning, and an individual is equipped for the complex things that happen in the world. Thus, education is the answer to an individual's naivety, and the teachers' attitude should be emphasized because learning will not occur if a person is not ready. We do not have the dedication to their duty.

Teaching and learning meet all students' educational needs by encouraging involvement, academic accomplishment, and a sense of community. It seeks to remove impediments to present, meaningful engagement, growth, and feelings of closeness and belonging. Furthermore, (Tawfik *et al.*, 2021) reiterate that education is a continual learning process that provides equal opportunity to all learners while addressing their individuality and variety.

**Table 5.** Faculty Engagement Behavior Level in Professional Identity

Engagement of Behavior	Mean	SD	Remarks	Verbal Interpretation
1. I am familiar with our university policies.	4.47	0.92	Strongly Agree	Very High
2. I can share my knowledge with my relatives, colleagues, and society.	4.53	0.85	Strongly Agree	Very High
3. I understand our policy on drug testing.	4.40	0.88	Strongly Agree	Very High
4. I recognize where to get assistance at work.	4.50	0.81	Strongly Agree	Very High
5. I am confident that LSPU will support employees with substance use disorder.	4.50	0.85	Strongly Agree	Very High
<b>Total</b>	<b>4.48</b>	<b>0.86</b>	<b>Strongly Agree</b>	<b>Very High</b>



Table 5 shows that the faculty engagement behavior in professional identity got an overall weighted mean of 4.48 with the verbal interpretation of "Very High," which implies that instructors have a high engagement and acceptance in their profession. Professionalism leads to workplace success, a solid professional image, and a high degree of work discipline and competency (Kooy & van Veen, 2012).

Effective working connections benefit both great leaders and human resources professionals. These are coworker relationships, manager-employee interactions, and employee-public relations. Positive relationships boost feelings, morale, and job satisfaction (Arifianto et al., 2021). Negative relationships cause confusion, anxiety, tension, and ambiguity, which reduce work productivity and organizational efficiency (Casillano, 2019). Whenever possible, dedicate time and effort to helping everyone in the firm develop the skills required for good interactions. Having productive working relationships has various rewards. Similarly, (ElSayary, 2023) underlined that faculty behaviors and mindsets about teaching approaches influence how quality services are delivered in education. Commitment and teacher identity tries to question traditional notions of who succeeds in the classroom and systematic disparities.

Collaboration, as demonstrated by the study's findings, reflects one's strengths and individual grit in learning. Instructors should enjoy working and cooperating with others to broaden their perspectives and horizons in all aspects of the teaching and learning process. Moreover, (Gupta & Shaheen, 2017) teaching by example suggests that work engagement has a moderating role. Furthermore, (Qiu et al., 2020) underlined that practices and implementation impact the long-term performance and development of inclusion in education. This depends on instructors, who can encourage inclusivity in the educational system by instilling good morals, teaching knowledge, and boosting gifted children's capacities to deal with life's challenges. Interprofessional collaboration is founded on the notion that if instructors interact and understand one another's unique perspectives, they can better handle the numerous elements that influence the common good (Dotong et al., 2017). Teachers must try to improve and grow personally and professionally, which indicates that education should not cease and, in any form, should be broadened and accessible to all students (Harandi, 2015). Teachers must take the initiative to improve and evolve professionally to overcome disparities. Development should be integrated and meaningfully conducted to sustain education by providing equal opportunity to all, and inclusion education should be prioritized (Cucio & Roldan, 2020). On the other hand, listening, identifying, and using these learnings in the context of work is a massive aid in contributing to the organization. Collaboration is the posit of one's participation, involvement, and encouragement in achieving the goal for the common good approach.

Table 6 shows that the overall rating for the level of professional dedication in terms of affective commitment is highly agreed upon, with an overall value of 4.33, which translates to extremely high. The organizational commitment continues to be perplexing and scattered on the promise and how it develops required to guide future evidence-based decisions and practices (Lam & Liu, 2014).

As indicated by the mean range, 3.13 to 4.50, some items classified as strongly agree, agree, and moderately agree correspond to a verbal interpretation of very high, high, and middle concerning the respondents' responses. The level of affective commitment by the respondent received the highest ranking with a weighted mean of 4.47. It was interpreted as "Very High," indicating that the respondents are pleased to spend the rest of their careers with the organization for which they worked and have a cheerful disposition in committing their profession to delivering instruction and uplifting professional passion

**Table 6.** Level of Affective Commitment

Affective Commitment	Mean	SD	Remarks	Verbal Interpretation
1. I would be delighted to spend the remainder of my profession with this institution	4.47	0.62	Strongly Agree	Very high
2. I love talking about my organization with individuals in public.	4.40	0.71	Strongly Agree	Very high
3. I believe that these organizational issues are mine.	4.07	1.12	Agree	High
4. I could develop a similar attachment to another group as I do to this one.	4.20	0.70	Strongly Agree	Very high
5. I don't feel like a member of my institution's family	3.13	1.59	Moderate	Mid
6. I lack an emotional connection to the company.	3.20	1.49	Moderate	Mid
7. This organization has significant personal significance.	4.37	0.66	Strongly Agree	Very high
8. I lack a significant sense of belonging within my institution.	4.07	1.12	Agree	high
<b>Total</b>	<b>4.33</b>		<b>Strongly agree</b>	<b>Very high</b>

According to (Schindler et al., 2017) research, instructors with high continuance commitment have a strong emotional attachment, loyalty, and devotion to the school. Teachers will want to be at school if they enjoy, are at ease with, and are satisfied with their profession. Therefore, teachers will be more effective if their school experiences are compatible with their expectations and fulfill their basic needs, such as companionship, the work environment or culture, ease of job completion, and a sense of identity and engagement with the school. This research employs the causal survey as well as path analysis methods. The study (Mercurio 2015) also suggested that training and improving instructional competency should be a priority for enhancing instruction delivery. This is supported by (Lam & Liu, 2014) asserts that affective commitment gives equal opportunity for learning and addressing problems and issues. Education should concentrate on training and improving instructional competence.

Table 7 provides an overall grade of the level of commitment to continue. Insofar as the results of the respondents are concerned, all items were scored as agreeing with the verbal interpretation of high, as indicated by a mean that spans from 4.03 to 4.33. The professional commitment level of the respondents received the highest ranking with a weighted mean of 4.33 and was interpreted as "High."

**Table 7.** Level of Continuance Commitment

<b>Continuance Commitment</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>	<b>Verbal interpretation</b>
1. I am concerned about what would occur if I resigned from my work without a replacement.	4.13	0.81	Agree	High
2. Even though I desired to, it would be complicated for me to quit my university now.	4.17	0.78	Agree	high
3. Too many aspects of my existence would be disturbed if I opted to leave the university at this time.	4.33	0.70	Strongly Agree	Very high
4. It would not be expensive if I were to leave the institution now.	4.03	0.91	Agree	High
5. Currently, sticking with the university is a need and a choice.	4.13	0.99	Agree	High
6. I lack sufficient options to think about leaving this university.	4.03	0.84	Agree	High
7. One of the few significant repercussions of quitting the institution will be the lack of viable alternatives.	4.07	0.89	Agree	High
8. Leaving this company would necessitate significant personal sacrifices, which is one of the primary reasons I remain employed here.	4.10	0.97	Agree	High
<b>Total</b>	<b>4.12</b>	<b>0.83</b>	<b>Agree</b>	<b>High</b>

The social exchange theory best explains the significance of employee commitment. The foundation of the social exchange theory is an economic model of human behavior in which interactional operations among individuals are motivated by the desire to maximize rewards and reduce losses (Tejania et al., 2013). Social exchange theory is based on the concept that relationships that provide more benefits than costs will result in persistent mutual trust and attractiveness (Chi & Wylie, 2014). Members of an organization establish commitment due to the positive extrinsic incentives they receive for their efforts without connecting with the goals and ideals of the university. Indeed, the Continuance Commitment acknowledged the expenses associated with leaving a company. Possible outcomes of leaving an organization include losing the effort and time spent acquiring nontransferable abilities, losing enticing rewards, skipping hierarchy rights, or moving family and disrupting strong connections (DeJonckheere & Vaughn, 2019). In addition to the expenses of leaving the organization, a lack of other employment opportunities will encourage employees to remain employed. Similarly, Bandura's social learning theory suggests that one learns with others in his social surroundings (Broström, 2016). A healthy and favorable continuous commitment influences teachers' performance.

Table 8 shows that teachers normative commitment received an overall weighted mean of 3.90 with verbal interpretation "High." The highest weighted mean score got 4.10, with the vocal performance "Agree," indicating that respondents were taught the necessity of remaining loyal to one organization. While two indicators obtained the lowest mean score of 3.70 and were rated "High" by

respondents, it was noted that changing jobs does not appear unethical, and participants no longer consider that working as a businessman or businesswoman is realistic.

**Table 8. Level of Normative Commitment**

Normative commitment	Mean	SD	Remarks	Verbal Interpretation
1. I believe that people change jobs too frequently in the modern era.	4.07	0.5	Agree	High
2. I disagree that an individual must always be devoted to their institution.	3.77	1.12	Agree	High
3. Moving from one organization to another does not appear unethical.	3.70	0.97	Agree	High
4. One of the primary reasons I remain employed for this business is that I value loyalty and hence feel a greater sense of commitment to stay.	4.03	0.87	Agree	High
5. If I received a better job offer elsewhere, I would not consider it appropriate to leave my organization.	3.87	1.06	Agree	High
6. I was taught the importance of keeping loyal to a single group.	4.10	0.87	Agree	High
7. Things were better when people worked for a single company for most of their careers.	3.93	0.81	Agree	High
8. I no longer believe that operating as a businessman or businesswoman is sensible.	3.70	1.10	Agree	High
<b>Total</b>	<b>3.90</b>		<b>Agree</b>	<b>High</b>

Human resource specialists have been increasingly concerned with organizational commitment, as it is essential for employees to 'wear the team colors,' i.e., to love their company and perform their duties successfully (ElSayary, 2023). Therefore, it is essential to comprehend the nature, evolution, and ramifications of employee commitment. The normative aspect of responsibility is the obligation to adhere to organizational norms and policies surrounding the employee's job (Mercurio, 2015). This dedication is taken out of confidence and free will instead of compulsion. It is considered a significant value, gained and fostered in the family home, and becomes an integral part of the individual's identity.

Respecting this obligation is a personal requirement. Work engagement links organizational identity and employee creativity (Geldenhuis et al., 2014). To improve employee work engagement, knowledge, and commitment, the firm can implement proactive measures such as practical training, counseling, effective communication, and leadership skills (Agu, 2016). In the current study, The expansion of commitment and identity should place a premium on readiness and preparation. It substantially impacts instructors' capacity to maintain high-quality services if they are prepared and thoroughly grasp professional commitment toward teachers' performance. Teachers must be flexible and provide various activities that make students feel like they are participating in the teaching and

learning with a holistic approach (Edmunds et al., 2017). Teachers should incorporate other points of view into classroom discussions and activities. Instructors must openly address the issues that may affect the learning and teaching process and the problems that teachers and students face. Through this, teachers' performance can be upskilled and upgraded toward faculty performance focused on instruction delivery.

**Table 9.** Level of Teacher's performance in the faculty of LSPU

<b>Dependent variable</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>	<b>Verbal interpretation</b>
IPCR	4.31	0.31	Strongly Agree	Very High

The degree of performance of the professors at LSPU by interpreting the Individual Performance Commitment and Review is presented in Table 9 with an overall mean of 4.31 with the verbal interpretation of "Very High," which indicates the Teacher's performance in the academic year has a substantial effect increase and effect on one's performance. Employee retention has become a priority for teachers in general (Karriker & Hartman, 2019).

Individual performance on an index ranging from continuous to transitory categories (Goetz & Wald, 2022) provides a path in what aspect and area of improvement should be addressed and involved in professional development. Thus, Individual Performance Commitment and Review (IPCR) serves as a road map for instructors to target areas of improvement in performance and to increase school sustainability. The degree of implementation of teachers is exceptionally excellent. This means that teachers constantly practice their routines.

Organizations can improve employees' affective commitment and individual performance by encouraging instructors to embrace growth and development (Aderibigbe, 2018). When you follow your road to success and fulfill your job as an instructor, you have more direct involvement and engagement in the institute's goals, and your contribution to the organization is significant. According to him, effective classroom management requires teachers to respond effectively to their students' emotional, social, cultural, and cognitive demands. Similarly, (Hanaysha, 2016) argued that teachers' performance ultimately affects their students' performance by investigating the relationship between the teachers' arrangements and their leadership methods. Similarly, (Noor et al., 2014) classroom management, commitment, and accountability are three of the best classroom practices by teachers. It shows that it was essentially part of improving one's aspect in teaching performance.

Identifying critical aspects of teaching-learning performance that affect the efficacy of university teachers is essential for maintaining the quality of instruction in English for Academic Purposes (EAP) courses (Norboev, 2021). According to (Prince, 2021), a broader understanding of this is crucial to the growth of the educational system. This commitment and performance assessment allows for self-improvement and recognizing the path to success. As stated by (Peters et al., 2014), an individual's willingness to offer their efforts is defined as identity and commitment. Professional development and growth should be encouraged so everyone makes progress and knows corporate

goals. IPCR demonstrates that the institution's instructors are committed and ready to help the nation in the progress of the educational system. Thus, (Mendes *et al.*, 2014) assess the IPCR results as a way to learn about each instructor's originality and performance and what areas of learning need improvement. There will be a technique to adjust and assess one's strengths and shortcomings by identifying and analyzing an instructor's performance (Gálvez & Milla, 2018). The current study demonstrates that identity and commitment are not factors in becoming a successful and efficient educator. Instead, our job depends on our attitude and abilities and how we may improve and expand them because the desire to develop oneself affects how we teach and impact the lives of the learners.

**Table 10.** Relationship between Professional identity, Professional Commitment, and Teachers' Performance

Independent variable	Dependent variable	r- value	p-value	Verbal interpretation
Professional Identity	IPCR	0 .56	0 .05	Not significant
Professional commitment	IPCR	0 .27	0 .05	Not significant

Table 10 shows the relationship between professional identity, professional commitment, and teachers' performance. The findings show an association between professional Identity and teachers' performance with an R-value of 0.56, which is greater than the significant value of 0.001 and has a verbal interpretation of insignificant, as seen by the respondent. However, professional commitment and teachers' performance got a r-value of 0.27, indicating that professional identity and commitment have no significant relationship with teachers' performance. It demonstrates that faculty identity and loyalty have no bearing on the professional version of LSPU professors. It is proposed that LSPU continue to observe the faculty's dedication and originality in fulfilling the university's aims and objectives.

According to (Gathungu et al., 2015), Teacher is conscious of their identity and the nature of their work. It has a significant impact on the traditions and practices of the university even though teacher identity is malleable and also because the essence of teachers was the crucial component to investigating teacher learning and professional advancement predicated on the elements of teacher identity and to comprehending how environments, structures, and habits influence the progress of universities, as the surroundings and work habits themselves to perform.

According to (Amineh & Asl, 2015), the integrative approach has obtained the highest score among teaching methods in recent years. The process of reflection yielded the lowest mean. The data were examined using the descriptive plan and documentary analysis on teaching staff performance and educational results on students' initial periodic examinations. These procedures were also employed to acquire the required data for this investigation.

The lecturers' performance was entirely satisfactory according to the students' evaluations. Constructivism was the instructional style with the most excellent mean, whereas reflection was the

method with the lowest standard. In addition, there is a substantial difference among both teaching staff and students' assessments of teachers' performance, along with solid relations and insufficient positive correlation with both teachers' performance on academic results of students' 1st periodic test and student assessments of subject matter expertise and pedagogical practices, excluding critical awareness, which has an extremely weak positive correlation.

This view is reinforced by education researchers who believe that teacher dedication is one of the most important predictors of school staff performance and quality. Enthusiastic teachers are more likely to carry out their responsibilities efficiently and develop positive interactions with their students, following professional standards (Domínguez-Lloria et al., 2021). It is regarded as one of the most significant aspects of describing employees' job conduct (Keath et al., 2016).

As agents of change and learning for future generations, teachers must be willing to learn and adapt to new methods and trends (Culajara, 2023). Teachers who value lifelong learning recognize that their knowledge and skills must change in tandem with the changing demands of their professions and the dynamic character of their workplaces. As a passionate and committed teacher, I actively pursue chances for intellectual stimulation, skill growth, and self-reflection to remain adaptable, relevant, and influential.

#### **4. Conclusion**

The study's findings explicitly verify the hypotheses about the effects of professional identity and commitment on faculty performance. The relationship between identity, dedication, and faculty teaching performance is held in high regard at LSPU. Clearly, the findings show that LSPU teachers have a high level of professional identity, an extraordinarily high level of professional commitment and expertise. Furthermore, there is no significant relationship between teachers' professional identities and commitment to teachers' performance.

By analyzing and investigating teacher performance, the instructors' development program will require a broad range of anticipating and planning for the organization's development and the attainment of its members' institutional goals. The study was also critical since it allows Higher Education Institutions to stress Individual Performance Commitment and Review and its results in predicting what would be done in the coming transformational years in guiding and cultivating one's mind. Indeed, the instructors serve as a means of improving and identifying areas for improvement in the teaching and learning process so that the teachers' performance can contribute to the school's sustainability.

Instructors continue to favor and support students in any way and way because the profession they have chosen can be considered a vocation that aims to enrich further and invest in the learners to be future-ready in facing the challenges in the world. Thus, teachers' performance should be prioritized because it impacts the school's long-term success. Future researchers may conduct research in a different setting and widen the scope of instructors' identity and commitment.

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