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Teacher's Affective Attitude and its Effect on their Organizational Commitment

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Abstract

The study investigated the affective attitude of teachers and its effect on their organizational commitment. This study made use of a descriptive correlation design of research that utilized validated questionnaires as primary data gathering tools. The results were quantified using a five-point Likert scale and were analyzed by its weighted mean and regression analysis was used to establish the correlation. The teachers' description of their productive attitude in terms of the eleven sub-constructs was found to be very positive. While the story of the level of teachers' organization commitment was found to be high in terms of practical and continuance engagement and very high in terms of normative commitment. The result of the regression analysis revealed that all the eleven variables of teachers' attitude influence their level of involvement to a varying extent. Results of the study of variance showed an F ratio of 27.73 with a p-value of .000, an amount much lower than the level of significance set at .05. Based on the findings, the following conclusions were drawn: a.) A very positive and caring attitude was shown by the teachers in their teaching practices; b.) Teachers' approval of the organization's goals and values was very evident as demonstrated by the kind of support they extend to the school in terms of affective, continuance, and normative commitment; c.) The null hypothesis, which states that teachers' emotional attitude does not exert significant influence on the level of organizational commitment was rejected in favor of the research hypothesis; and, d.) The best predictor of the teachers' organizational commitment was the attitude towards students' autonomy, followed by an approach towards classroom management.

Keywords: Teacher; Affective Attitude; Organizational Commitment.

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1. Introduction

Teaching is an endeavor that requires professionalism. It is performing of assigned work with dedication and enthusiasm. The kind of work that the teachers engage daily is complex and demanding. It requires a level of personal engagement and commitment. The study of [79] remarked that the teacher is a pivot of any education system. Being the primary in-charge of the teaching-learning process, they have the great responsibility of making learners competent and useful in the society where he/she belongs. Teachers are regarded as the strength of the nation because they are in charge of the holistic development of learners who can propel the country to development and progress. A good teacher is a role model for students. The study of [39] had found that children often looked at teachers as essential role models at par with parents. A good teacher, as perceived by the students, establishes positive interpersonal relationships, provide structure without being too rigid, and make learning fun [3]. To capture these skills, good teachers must genuinely commit themselves to the students, classroom, and instructional content. Questions then arise as to what is the commitment, how it has been studied in the past, and why it is so vital for teachers to possess. According to the authors in [19], commitment to work is considered an essential construct of job satisfaction and is significantly associated with labor productivity. Teacher commitment in all forms is a crucial factor in determining outcomes for teachers. Teachers who are less committed make fewer plans to improve the quality of their teaching [49]. The lower level of commitment among teachers may create a dilemma that could affect the educational organization negatively and may cause teachers to be less efficient in their professional performance or to leave the profession. Building on this, the authors in [42] explained that commitment pushes teachers to search for better teaching methods, even when students exhibit negative attitudes or challenging behavior. More significant teacher commitment also positively impacts students through increased student engagement [25], student effort, student achievement, and student self-confidence. Filipino teachers nowadays have been struggling to keep pace with the dynamism of the society along with the various problems faced by public schools. With these escalating demands and new challenges inherent in the current educational climate, what it means to be a committed teacher is also changing. A higher level of commitment is expected from teachers to cope with the changing curriculum. However, such expectation is difficult to achieve without the close introspection of the teachers' feelings, beliefs, and actions, which comprises their attitude. Attitude is an active component of human personality. It is a tendency to react in a certain way towards a designed class of stimuli. In teaching, philosophy is an essential concept in understanding the teachers' thought processes, classroom practices, change, and learning to teach. A teacher's beliefs, experiences, and perceptions have a more profound influence on their teaching practices. It is showing as a professional work entails a positive attitude or behaviors. A teacher's positive attitudes towards work promote better work effects, such as job satisfaction and a smaller desire to resign from work [24]. Moreover, the attitude of a teacher towards his profession is a crucial aspect that helps one to feel committed in his job. Professional teacher with positive attitudes and commitment are passionate in their career, and it brings them greater satisfaction. Unfortunately, many teachers of the present day do not seem to manifest genuine interest in their profession. They continue to work only as mechanical wage earners. They seem to take to teaching not because of any investment and liking towards the job but because of their inability to secure employment elsewhere. Similarly, those who have been in the profession for several years seem to lose their passion towards what they are doing as reflected on the quality of their performance and attitude in the workplace. They make

fewer plans to engage in professional development activities, which are necessary for them to improve the quality of their teaching. Thus, putting into jeopardy the achievement of the organization's goal of quality education [76]. Attitudes and commitment are two important concepts that must be fully understood due to its close association with concepts such as motivation, the organizational culture of the school, and the students' attitude and learning outcomes. It is for this reason that the researcher, being a school head, became interested in determining the teachers' affective attitude and its effect on their level of commitment in the context of schools in the District 1 City Division of San Jose Del Monte an aid in finding implications to improve further their level of responsibility as well as their performance.

2. Methods

2.1 Research Design

The study utilized the descriptive-correlation method of research. Descriptive researches are valuable in providing facts on which scientific judgment may be based on and for closer observation into practices, behavior, methods and procedures [29]. This method is essentially concerned with descriptions of phenomena, attitudes, practices and behavioral patterns. A correlation design is appropriate for this study because it allows the researchers to investigate on the relationship between independent and dependent variables as well as in establishing cause and effect relationships between them. Standardized questionnaires were utilized as primary data gathering tools in the study.

2.2 Respondents of the Study

The study was conducted in the seven public schools under District 1 of the City Division of San Jose del Monte, Bulacan, where the researcher is currently assigned as a Public Secondary School Principal. The respondents of the study were the elementary and high school teachers in the said district. As shown in Table 1, two hundred fifty-four (254) respondents were involved in this study. The researcher used the purposive sampling technique in selecting the respondents. In the study, the criteria were: (1) the teacher respondents must be holding a regular /permanent position; (2) must be in active service at the time of the study; and (3) must have regular teaching loads in any of the seven schools in the first district of the City Division of San Jose del Monte.

2.3 Research Instrument

To achieve the main goal of this study, two standardized questionnaires were used. The first instrument used was a self-assessment instrument developed and validated by [43] known as the "Teacher Affective Attitude Inventory". It was used to measure teacher attitudes toward affective aspects of effective teaching with regard to positive teacher-student relationships and creating an empowering classroom environment. The instrument was also subjected to a Cronbach alpha analysis. The result revealed a coefficient of .76 indicating that the questionnaire has an acceptable reliability index. The second instrument was the Allen and Meyer's Organizational Commitment Scale. Organizational Commitment was measured through 18 items, six item each for affective commitment, continuance commitment, and normative commitment. Convergence and

discriminating validity was established in the instruments. Cronbach alpha coefficient was also found to be in acceptable range (.71) which shows that the instrument exhibited internal reliability along with instrument validity.

2.4 Data Analysis

The data collected from the questionnaires was tabulated and processed using both descriptive and inferential statistics. In order to analyze and interpret the data, Statistical Packages for Social Sciences software (SPSS 21) was used. Teacher's Affective Attitude, as the independent variable of the study, and teacher's Organizational Commitment, as the dependent variable in the study, were quantified using descriptive statistics such as weighted mean procedures. On the other hand, to determine the impact of teacher's affective attitude in their organizational commitment, correlation and regression analysis was used.

3. Results

3.1 How may the affective attitude of teachers be described in terms of the following?

Table 1: Affective Attitude of Teachers

Sub-constructs	Mean	Descriptive Equivalent
1. Teacher – Student Relationship	4.55	Very Positive
2. Teacher – Student Conflict	4.37	Positive
3. Caring	4.59	Very Positive
4. Giving Feedback	4.63	Very Positive
5. Equity	4.60	Very Positive
6. Supportive Climate	4.63	Very Positive
7. Classroom Management	4.62	Very Positive
8. Control	4.57	Very Positive
9. Guidance	4.58	Very Positive
10. High Expectation	4.56	Very Positive
11. Student Autonomy	4.65	Very Positive
Mean	4.58	Very Positive

Table 1 shows the teacher's affective attitude as a whole were described very positive as evidenced by the general weighted mean value of 4.58. The ten teacher's attitude towards affective aspect was described "very positive" in terms of teacher-student relationship, caring, giving feedback, equity, supporting climate, classroom management, control, guidance, high expectation, and student autonomy. While the remaining sub-construct of teacher's affective attitude which is teacher-student conflict were described "positive". From the table above, it results revealed that teacher's attitude towards affective aspect are very positive. This means that teachers are not only more on their cognitive skills but also they also express their affective domain inside the classroom. Furthermore, most of the teachers reinforce their roles as second parents having manifested a motherly/sisterly

relationship with the students.

3.2 How may the level of teachers’ organizational commitment be described in terms of the following?

Table 2: Teacher’s Level of Organizational Commitment

Key Features	Mean	Descriptive Equivalent
1. Affective Commitment	4.47	High
2. Continuance Commitment	4.46	High
3. Normative Commitment	4.61	Very High
Mean	4.51	Very High

Table 2 shows the level of organizational commitment of teacher in which as a whole it were described very high as evidenced by the general weighted mean value of 4.51. Teacher are highly committed when it comes to affective and continuance commitment. While very high was recorded on the normative commitment. From the table above, the results revealed that teacher are very high committed in their chosen work. This means that the 21st century teachers were passionate, committed, and dedicated in this profession. As well as, teacher are ready to serve the department to attain its goals and objectives. A strong degree of emotional connection, high moral responsibility and achievement of organizational goal was manifested by teachers in the school.

3.3 Does the teacher’s affective attitude exert a significant influence on their level of organizational commitment?

Table 3: Regression Results

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	0.902	0.227		3.971	0
Teacher-student relationship	0.087	0.081	0.09	1.073	0.284
Teacher-student conflict	0.038	0.044	0.059	0.859	0.391
Towards scaring	0.016	0.067	0.017	0.232	0.817
Towards feeding	0.082	0.079	0.081	1.044	0.297
Towards equity	0.018	0.076	0.019	0.238	0.812
Towards supportive climate	0.019	0.085	0.019	0.22	0.826
Towards classroom management	0.222	0.096	0.221	2.31	0.022
Towards control	0.03	0.07	0.036	0.428	0.669
Towards guidance	0.065	0.08	0.075	0.806	0.421
Towards high expectations	0.034	0.07	0.042	0.488	0.626
Towards student autonomy	0.355	0.072	0.383	4.927	0

R-squared = .563

F-value = 27.73

p-value = .000

alpha = 0.05

Teachers' attitude toward affective aspects of teaching were quantified in the study in terms of classroom practices, toward student –teacher relationship, toward caring, toward feedback, toward equity, toward supportive climate, toward classroom management, toward control, toward guidance, toward high expectations and toward student autonomy. How these affective attitudes of teachers affect their organizational commitment has been the major concern of this study with the null hypothesis which states that the teacher affective attitude do not exert significant influence on their organizational commitment. Results of the regression analysis revealed that all the eleven variables of teachers' attitude influence their level of commitment in varying extent. This was shown by the obtained β coefficients which were non zero. Only two variables registered β coefficients associated probability less than the significance level set at .05. These were teachers from attitude towards student autonomy $\beta=.355$, $p= .000$ and attitude towards classroom management $\beta=.222$, $p=.022$. This indicates that for every good practice of giving autonomy to students, their level of organizational commitment could generate an increase of .35. In the same view, for every improvement in classroom management, the teacher's level of commitment could be expected to increase by .22. The obtained Beta coefficients lend support to these findings as they showed that attitude towards students' autonomy account to about 38 percent contribution to organizational commitment, followed by attitude towards classroom management which accounted to about 22 percent contribution. A closer look at the Beta coefficients, one could glean that the former variable - attitude towards students' autonomy - may be considered as the best predictor of that teachers' organizational commitment followed by attitude towards classroom management. Results of the analysis of variance revealed an F ratio of 27.73 with p value of .000, a value much lower than the level of significance set at .05. This finding indicate that the eleven variables of teacher's affective attitude exert significant combined effect on their organizational commitment but the best predictors were attitude towards student autonomy followed by attitude towards classroom management.

3.4 What implications may be drawn based from the results of the study to further improve teacher's organizational commitment?

Teaching is a complex and demanding work. It requires a daily need for teachers to fully engage in their profession not only with their heads but also their hearts. The quality of teaching depends on the love, dedication, devotion and attitudes of the teacher towards their profession. Fundamentally, this study revealed significant core findings on the affective attitudes of the teachers in regards with the eleven variables:

- It highlights the importance of having an emotional attachment to the work of teaching and how this passion can serve to sustain the teachers' organizational commitment levels throughout their careers as the findings underscore the significant correlation on the teachers' affective attitude and their level of organizational commitment.
- One of the key implications for school leaders is the need to conduct regular identification, acknowledgement, and tracking of the diverse passion of their teachers in order to validate their personal contributions and beliefs. This in turn will heighten the feelings of professional recognition and value and the likelihood of strong engagement with the school and the community.
- Another implication of this study for school leaders is the need to develop sustainable strategies and approaches that will enhance teachers' commitment.

- This study further highlights the impact of the changing nature of the teaching profession. The schools must openly acknowledge the growing demand on teachers' time as brought by the changes in the educational system and school heads must strategically rationalize quality processes for teachers to be exposed to, reflect on and adopt educational reform in order to address some issues of stress and dissatisfaction.
- In addition, the study has several practical implications for guiding behavior change in teachers and professional learning opportunities as teachers strive to be more effective.

4. Conclusions

In the light of the findings of the study, the following conclusions were drawn:

A very positive and caring attitude was shown by the teachers in their teaching practices: in relating with students, in managing conflicts, giving feedback, in building supportive climate in school, in classroom management, in the practice of giving student autonomy and the like. Teachers' approval of the organization's goals and values was very evident as shown by the kind of support they extend to the school in terms of affective, continuance, and normative commitment. The null hypothesis which states that teacher's affective attitude does not exert significant influence on the level of organizational commitment was rejected in favor of the research hypothesis. The best predictor of the teachers' organizational commitment was attitude towards students' autonomy followed by attitude towards classroom management.

5. Recommendations

Based on the findings and conclusion of the study, the following recommendations are hereby offered:

1. That the teachers should be more aware of how they will build a strong relationship with their students were no other meaning is inserted, as well limits between teacher and students were observed. That teacher must communicate frequently with their students for them to build rapport among them. Moreover, what the students say should be treated positively, also equality and fairness should be promoted.
2. That the teachers should maintain or increase their commitment on the teaching profession.
3. That the teachers should ensure to themselves their affective attitude in the school influence their commitment which increase the likelihood that a member will not leave the organization.
4. That the school should provide lot of activities or include in their summer training the discussion of affective domain in teaching. This will help the teachers to know very well how to understand and sympathized with their student despite of their rowdy attitude inside the school.

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