

Teaching Efficacy and Organizational Commitment of Public School Teachers in the Dinagat Islands

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Abstract

This study examined the relationship between teaching efficacy and organizational commitment of public-school teachers in the Dinagat Islands, a geographically isolated and disadvantaged area in the Philippines. Using a descriptive–correlational design, data were collected from 150 teachers selected through stratified random sampling. Findings showed that teaching efficacy was rated moderately high ($M = 3.15$, $SD = 0.54$), with the highest domain in impact on student performance ($M = 3.20$), while organizational commitment was also moderately high ($M = 3.07$, $SD = 0.55$), with affective commitment as the strongest dimension ($M = 3.12$). Pearson’s correlation revealed a significant positive relationship between teaching efficacy and organizational commitment ($r = 0.62$, $p < .001$), indicating that higher instructional confidence corresponded with stronger loyalty and emotional attachment to schools. These results highlight the need for targeted professional development, supportive leadership, and institutional interventions that enhance teacher capacity and well-being. The study contributes to the discourse on teacher motivation and retention, offering policy and practice implications for sustaining education in disadvantaged Philippine communities.

Keywords: Teaching Efficacy, Organizational Commitment, Teacher Motivation, Geographically Isolated And Disadvantaged Areas (GIDAS), Philippine Education, Teacher Retention

1. Introduction

Education is widely regarded as a cornerstone of social and economic development, as it equips individuals with knowledge, skills, and values that contribute to nation-building (UNESCO, 2023). At the center of this transformative process are teachers, whose competence and dedication directly influence student achievement and school effectiveness. Beyond classroom instruction, teachers shape learners’ motivation, resilience, and capacity to succeed in life. Hence, understanding the factors that sustain teacher effectiveness and organizational commitment is crucial, particularly in challenging contexts such as geographically isolated and disadvantaged areas (GIDAS).

The Dinagat Islands, a remote province in the Philippines, present a unique case for studying these dynamics. Teachers in this setting face limited access to resources, logistical barriers, and socioeconomic constraints that can undermine both instructional quality and professional morale. Prior research suggests that in such contexts, teachers’ confidence in their teaching ability—commonly referred to as teaching efficacy—plays a decisive role in overcoming barriers and ensuring meaningful learning experiences (Tschannen-Moran & Hoy, 2001; Klassen et al., 2010). Teaching efficacy reflects a teacher’s belief in their ability to manage classrooms, engage students, and achieve learning outcomes, even under difficult circumstances.

Equally important is organizational commitment, which describes the psychological attachment of teachers to their school or institution. Allen and Meyer's (1991) Three-Component Model conceptualizes commitment in three forms: affective (emotional attachment), continuance (perceived costs of leaving), and normative (moral obligation to remain). Studies have shown that committed teachers are less likely to leave the profession, demonstrate higher levels of motivation, and contribute more actively to school development (Holzer et al., 2024; Quines & Arendain, 2023).

Despite the relevance of these constructs, limited research has explored how teaching efficacy and organizational commitment interact in rural or isolated Philippine contexts. Existing literature often treats these variables separately, focusing either on instructional confidence or retention factors, but seldom investigates their interrelationship in under-resourced areas. Moreover, while national initiatives such as the Results-Based Performance Management System aligned with the Philippine Professional Standards for Teachers (RPMS-PPST) and the Last Mile Schools Program aim to strengthen teacher support, empirical evidence on their impact in GIDAs remains scarce (Department of Education [DepEd], 2024).

This study addresses these gaps by examining the relationship between teaching efficacy and organizational commitment among public school teachers in the Dinagat Islands. By investigating how teachers' demographic characteristics, confidence in professional abilities, and levels of commitment interact, the study provides localized insights into what sustains teacher performance and loyalty in disadvantaged educational settings. The findings aim to inform policies and interventions that can strengthen teacher resilience, enhance instructional quality, and ensure equitable education for learners in marginalized communities.

Aim and Research Questions

Aim

The study aimed to examine the relationship between teaching efficacy and organizational commitment among public school teachers in the Dinagat Islands, Philippines. It sought to identify how teachers' demographic profiles relate to their perceived instructional confidence and commitment to their schools, and to determine whether significant associations exist between these two constructs.

Research Questions

To guide the investigation, the following research questions were posed:

1. What is the demographic profile of the respondents in terms of:
 - a. age,
 - b. gender,
 - c. years of teaching experience,
 - d. highest educational attainment, and
 - e. subject area?
2. What is the level of teaching efficacy of teachers in the Dinagat Islands in terms of:
 - a. impact on student performance,
 - b. classroom management,
 - c. persistence,
 - d. professional development, and
 - e. student motivation?
3. What is the level of organizational commitment of teachers in the Dinagat Islands in terms of:
 - a. affective commitment,
 - b. continuance commitment, and
 - c. normative commitment?

4. Is there a significant relationship between teaching efficacy and organizational commitment among teachers?
5. Based on the findings, what intervention program may be proposed to strengthen teaching efficacy and organizational commitment?

Hypotheses

The study tested the following null hypotheses at the 0.05 level of significance:

- **H₀₁:** There is no significant relationship between teaching efficacy and organizational commitment among teachers in the Dinagat Islands.
- **H₀₂:** There is no significant relationship between teaching efficacy and organizational commitment among teachers when they are grouped according to demographic profile (age, gender, years of teaching experience, highest educational attainment, and subject area).

2. Review of Related Literature

Teaching Efficacy

Teaching efficacy refers to a teacher's belief in their capacity to influence student learning, manage classroom environments, and sustain professional growth. This construct originates from Bandura's (1997) Social Cognitive Theory, which emphasizes self-efficacy as a determinant of human motivation and action. Within education, teachers who believe in their ability to overcome challenges are more likely to adopt innovative strategies, maintain persistence, and positively affect student outcomes (Klassen et al., 2010; Rivera, 2024).

Empirical evidence highlights multiple dimensions of teaching efficacy. These include the teacher's influence on student achievement, classroom management, persistence in difficult situations, commitment to professional development, and ability to motivate learners (Tschannen-Moran & Hoy, 2001). For instance, teachers with high efficacy engage in reflective practice, embrace feedback, and are more resilient in resource-constrained contexts (Delosa et al., 2022). Conversely, low efficacy is often associated with stress, reliance on traditional methods, and reluctance to address diverse learning needs.

Organizational Commitment

Organizational commitment represents an employee's psychological connection to their institution. Allen and Meyer's (1991) Three-Component Model identifies three forms: affective (emotional attachment), continuance (perceived costs of leaving), and normative (moral obligation to stay). In teaching, organizational commitment is a strong predictor of job satisfaction, engagement, and retention (Holzer et al., 2024). Teachers with high affective commitment display enthusiasm, collaboration, and positive relationships with stakeholders, while those with strong continuance or normative commitment often remain due to practical considerations or a sense of duty (Eranpalo et al., 2025).

In the Philippine context, Quines and Arendain (2023) demonstrated that schools with high teacher commitment achieved stronger student outcomes and community trust. However, educators in geographically isolated areas often struggle with inadequate resources, long commutes, and high workloads, which can weaken organizational loyalty despite strong moral motivations (Abad & Baguio, 2025).

Linking Teaching Efficacy and Organizational Commitment

Studies consistently show that teaching efficacy and organizational commitment are interrelated. Teachers confident in their instructional abilities are more likely to remain dedicated to their schools and persist in the profession. Hidayat (2024) found that Indonesian teachers with high efficacy displayed stronger affective and normative commitment. Similarly, Zhang and Liu (2020) reported that Chinese educators with high efficacy demonstrated lower turnover intentions. In the Philippines, Asiyah et al. (2021) confirmed that teaching efficacy,

particularly in classroom management and student engagement, strongly predicted teacher commitment in public schools.

These findings underscore the importance of professional development, supportive leadership, and mentorship in strengthening both constructs. Evidence from Santos and Lizada (2022) shows that the Results-Based Performance Management System (RPMS) and Learning Action Cell (LAC) sessions significantly improve teachers' confidence and loyalty to their schools. Such interventions are especially crucial in GIDAs, where teachers must overcome logistical and institutional challenges (Department of Education [DepEd], 2024).

Research Gaps

Despite growing literature, research remains limited on how teaching efficacy and organizational commitment interact within remote Philippine provinces such as the Dinagat Islands. National programs like the Last Mile Schools initiative seek to address inequities, yet empirical studies documenting their impact on teacher confidence and retention in GIDAs are scarce. Moreover, little is known about how cultural values such as bayanihan (communal unity) shape teacher persistence and loyalty in marginalized communities. Addressing these gaps is essential to designing context-specific strategies that strengthen teacher capacity and commitment in underserved regions.

3. Theoretical Framework

This study is grounded on two complementary perspectives: **Bandura's Social Cognitive Theory** and **Allen and Meyer's Three-Component Model of Organizational Commitment**.

Albert Bandura's Social Cognitive Theory (1986) emphasizes the role of self-efficacy—defined as an individual's belief in their ability to perform tasks successfully—as a key determinant of behavior and motivation. In education, teaching efficacy reflects teachers' confidence in their capacity to influence student learning, manage classrooms, and apply instructional strategies effectively. Teachers with high efficacy are more resilient, innovative, and persistent in addressing challenges, particularly in resource-constrained contexts such as geographically isolated and disadvantaged areas (Klassen & Tze, 2014; Rivera, 2024).

Allen and Meyer's (1991) model provides a comprehensive framework for understanding organizational commitment, describing it in three dimensions:

- **Affective commitment**, or the emotional attachment of teachers to their institution.
- **Continuance commitment**, based on the perceived costs of leaving; and
- **Normative commitment**, referring to a sense of moral obligation to remain.

These components explain why teachers choose to stay in their schools and how their professional attitudes are shaped by both individual values and institutional conditions. Prior research has shown that stronger organizational commitment predicts higher teacher engagement, collaboration, and reduced turnover (Holzer et al., 2024; Quines & Arendain, 2023).

Together, these theories provide a lens for examining how teachers' beliefs in their instructional capacity influence their attachment to their schools. High teaching efficacy is expected to reinforce affective and normative commitment, while low efficacy may undermine motivation and loyalty. This integrated perspective underscores the importance of teacher self-belief and institutional support in sustaining quality education in the Dinagat Islands.

Conceptual Framework

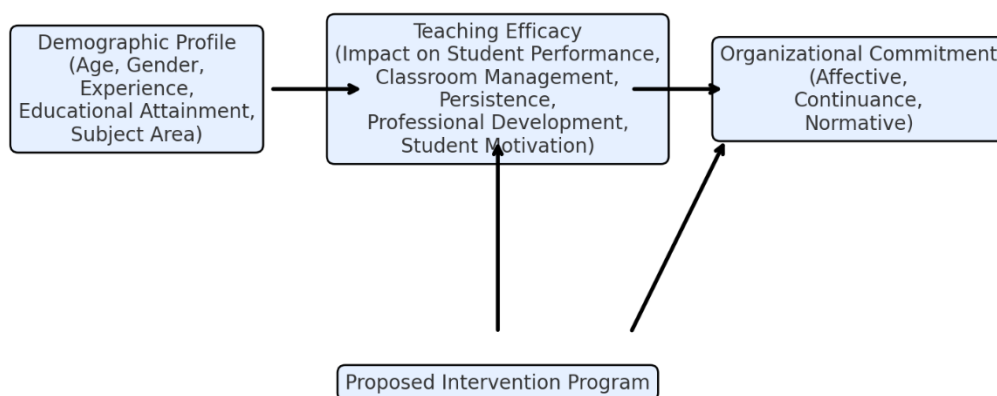


Figure 1. Diagram of Conceptual Framework

The framework in figure 1 illustrates the relationships among the study variables. The demographic profile of teachers—covering age, gender, years of teaching experience, highest educational attainment, and subject area—serves as the independent variable. These characteristics influence two dependent variables: teaching efficacy and organizational commitment.

Teaching efficacy encompasses five domains: impact on student performance, classroom management, persistence, professional development, and student motivation. Organizational commitment, on the other hand, is structured into affective, continuance, and normative dimensions following Allen and Meyer’s (1991) model.

Both constructs are expected to inform the design of a proposed intervention program, which aims to strengthen teacher capacity and institutional loyalty, particularly in the unique context of the Dinagat Islands. This model underscores how personal and professional attributes shape teachers’ beliefs and their organizational attachment, ultimately guiding policies and practices to improve educational resilience in disadvantaged settings.

3. Methodology

Research Design

This study employed a quantitative descriptive-correlational design to examine the relationship between teaching efficacy and organizational commitment among public school teachers in the Dinagat Islands. The descriptive aspect determined the levels of efficacy and commitment, while the correlational component tested the significance of their association. This design is appropriate when exploring the strength and direction of relationships between variables without manipulating them (Creswell & Creswell, 2018).

Participants and Sampling

The participants were licensed teachers employed in public elementary and secondary schools in the Division of Dinagat Islands during the school year 2024–2025. A stratified random sampling technique was adopted to ensure fair representation across the seven school districts, accounting for both elementary and secondary levels.

Sample size was computed using Slovin’s formula with a 95% confidence level and a 5% margin of error. Additional participants were included to offset possible attrition or incomplete responses. Eligibility required teachers to be full-time employees, to have completed their most recent Individual Performance Commitment and Review Form (IPCRF), and to provide informed consent. Stratified selection enhanced the representativeness of the sample and increased the validity of the findings (Etikan & Bala, 2017).

Instruments

A structured questionnaire served as the primary instrument. It was divided into three sections:

1. Demographic Profile – captured data on age, gender, years of teaching experience, highest educational attainment, subject area, employment status, and school location.
2. Teaching Efficacy – adapted from the Teachers’ Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001). This section measured five domains: impact on student performance, classroom management, persistence, professional development, and student motivation. Items were rated on a 5-point Likert scale ranging from 1 (“not at all confident”) to 5 (“completely confident”).
3. Organizational Commitment – measured using an adaptation of Allen and Meyer’s (1991) Three-Component Model. This section assessed affective, continuance, and normative commitment using a 5-point Likert scale.

The instrument was validated by field experts and pilot tested to ensure clarity, reliability, and contextual appropriateness for teachers in GIDAs.

Data Collection Procedures

Permission to conduct the study was secured from the Division Office of the Department of Education (DepEd) and school heads within the Dinagat Islands. Respondents were invited to participate voluntarily and were given adequate time to complete the questionnaire. Data were gathered within the 2024–2025 academic year, ensuring uniformity in institutional conditions and performance indicators.

Data Analysis

Responses were encoded and processed using statistical software. Descriptive statistics—frequency, percentage, mean, and standard deviation—summarized demographic characteristics and levels of efficacy and commitment. Pearson’s product–moment correlation coefficient (r) determined the relationship between teaching efficacy and organizational commitment, with significance tested at the 0.05 level. This approach allowed for precise examination of associations between constructs (Field, 2018).

Ethical Considerations

The study strictly followed ethical protocols. Approval was sought from a recognized research ethics committee and the DepEd Division of Dinagat Islands. Participation was voluntary, and respondents signed an informed consent form that outlined the study’s purpose, confidentiality, and their right to withdraw at any point. No personally identifiable information was disclosed in the reporting of findings. Data were stored securely in password-protected files, and documents were disposed of properly after analysis.

The study adhered to the ethical guidelines set by the Philippine Social Science Council and complied with the Data Privacy Act of 2012 (Republic Act 10173) to protect participants’ rights and dignity.

4. Results

Demographic Profile of Respondents

The demographic characteristics of the respondents are summarized in Table 1.

Table 1. Demographic Profile of Public School Teachers in the Dinagat Islands (N = 150)

Category	Subcategory	Frequency	Percentage (%)
Age	21–30 years old	39	26.0
	31–40 years old	48	32.0

Category	Subcategory	Frequency	Percentage (%)
	41–50 years old	36	24.0
	51 years old and above	27	18.0
Gender	Male	42	28.0
	Female	108	72.0
Years of Experience	1–5 years	41	27.3
	6–10 years	46	30.7
	11–15 years	33	22.0
	16 years and above	30	20.0
Educational Attainment	Bachelor's degree	65	43.3
	With Master's units	47	31.3
	Master's degree and above	38	25.4
Subject Area	Elementary education	92	61.3
	Secondary education	58	38.7

As shown in Table 1, the largest group of respondents were aged 31–40 years (32%), indicating that most participants were at the midpoint of their teaching careers. A majority of respondents were female (72%), which aligns with national statistics showing that the Philippine teaching workforce is predominantly female (Philippine Statistics Authority [PSA], 2023).

In terms of teaching experience, 30.7% had 6–10 years of service, suggesting that many respondents had acquired substantial classroom exposure but were not yet near retirement. Regarding educational attainment, 43.3% held only a bachelor's degree, while a combined 56.7% had pursued graduate studies. This finding reflects the influence of continuing professional development requirements under the Philippine Professional Standards for Teachers (PPST).

Lastly, the distribution of subject areas revealed that elementary teachers constituted 61.3% of the respondents, while secondary teachers made up 38.7%. This distribution mirrors the province's larger number of elementary schools relative to secondary institutions.

Teaching Efficacy of Teachers

The level of teaching efficacy among respondents was assessed across five domains: impact on student performance, classroom management, persistence, professional development, and student motivation. Table 2 presents the results.

Table 2. Teaching Efficacy of Public School Teachers in the Dinagat Islands (N = 150)

Domain	Mean (M)	SD	Verbal Interpretation	Qualitative Description
Impact on student performance	3.20	0.54	Often	Moderately High
Classroom management	3.15	0.51	Often	Moderately High
Persistence	3.12	0.55	Often	Moderately High
Professional development	3.18	0.52	Often	Moderately High
Student motivation	3.10	0.57	Often	Moderately High
Overall Teaching Efficacy	3.15	0.54	Often	Moderately High

The results indicate that teachers in the Dinagat Islands demonstrated a moderately high level of teaching efficacy ($M = 3.15$, $SD = 0.54$). Among the domains, impact on student performance ($M = 3.20$) was rated the highest, suggesting that teachers felt confident in their ability to influence learning outcomes. On the other hand, student

motivation ($M = 3.10$) was the lowest-rated domain, pointing to a relative challenge in sustaining learner engagement.

The overall finding reflects teachers' resilience and belief in their instructional capacity despite the limitations of geographically isolated and disadvantaged areas (GIDAs). Previous studies affirm that teachers with higher efficacy tend to adopt more effective instructional strategies and persist in achieving goals under difficult conditions (Tschannen-Moran & Hoy, 2001; Klassen & Tze, 2014).

Organizational Commitment of Teachers

Organizational commitment was examined in terms of affective, continuance, and normative components. Table 3 presents the results.

Table 3. Organizational Commitment of Public School Teachers in the Dinagat Islands (N = 150)

Dimension	Mean (M)	SD	Verbal Interpretation	Qualitative Description
Affective commitment	3.12	0.55	Often	Moderately High
Continuance commitment	3.05	0.57	Often	Moderately High
Normative commitment	3.04	0.53	Often	Moderately High
Overall Commitment	3.07	0.55	Often	Moderately High

As shown in Table 3, teachers in the Dinagat Islands demonstrated a moderately high level of organizational commitment ($M = 3.07$, $SD = 0.55$). Among the three dimensions, affective commitment ($M = 3.12$) received the highest rating, indicating that many teachers expressed emotional attachment and loyalty to their schools. Continuance commitment ($M = 3.05$) and normative commitment ($M = 3.04$) were rated slightly lower but still within the same descriptive range.

The findings suggest that teachers remain in their schools primarily because of their emotional investment and sense of belonging, rather than purely due to cost–benefit considerations or moral obligation. This aligns with research showing that affective commitment is a strong predictor of teacher engagement and reduced turnover intention (Holzer et al., 2024; Quines & Arendain, 2023).

The moderately high levels across all dimensions also reflect teachers' resilience in geographically isolated and disadvantaged areas (GIDAs), where professional commitment often compensates for limited resources and systemic challenges.

Relationship Between Teaching Efficacy and Organizational Commitment

The relationship between teaching efficacy and organizational commitment was examined using Pearson's product–moment correlation coefficient. Results are presented in Table 4.

Table 4. Correlation Between Teaching Efficacy and Organizational Commitment

Variables	Pearson r	p-value	Interpretation
Teaching efficacy × Organizational commitment	0.62	0.000	Significant Positive Relationship

As shown in Table 4, the analysis revealed a strong positive and statistically significant correlation ($r = 0.62$, $p < .001$) between teaching efficacy and organizational commitment. This means that higher levels of teacher efficacy were associated with stronger organizational commitment.

The findings suggest that teachers who are more confident in their ability to manage classrooms motivate students, and pursue professional development are also more emotionally attached and dedicated to their

schools. This result aligns with studies by Hidayat (2024) and Zhang and Liu (2020), which found that teaching efficacy significantly predicted teacher commitment and reduced turnover intentions in Asian contexts.

In the specific case of the Dinagat Islands, the results underscore the importance of enhancing teachers' professional confidence as a strategy to strengthen retention and long-term institutional loyalty, particularly in geographically isolated and disadvantaged areas (GIDAs).

Discussion

The findings of this study provide important insights into the relationship between teaching efficacy and organizational commitment among public school teachers in the Dinagat Islands. Results revealed that teachers demonstrated moderately high levels of teaching efficacy and organizational commitment, with efficacy showing a strong positive correlation with commitment.

Teaching Efficacy in GIDAs

Teachers reported being moderately confident across all domains of teaching efficacy. The highest ratings were observed in *impact on student performance* and *professional development*, suggesting that teachers perceived themselves as capable of influencing learner outcomes and actively sought growth opportunities. The lowest domain, *student motivation*, highlights a challenge consistent with previous findings that engaging learners in resource-limited settings remains a persistent difficulty (Rivera, 2024; Tschannen-Moran & Hoy, 2001).

This suggests that while teachers recognize their ability to shape learning, they continue to struggle with sustaining student engagement amid contextual barriers such as poverty, lack of resources, and multigrade teaching arrangements common in geographically isolated and disadvantaged areas (Delosa et al., 2022).

Organizational Commitment

Organizational commitment was likewise moderately high, with *affective commitment* emerging as the strongest dimension. This indicates that teachers primarily remain in their schools because of emotional attachment and a sense of belonging, rather than continuance or normative pressures. This is consistent with the findings of Holzer et al. (2024), who noted that affective commitment is the most powerful predictor of teacher engagement and reduced turnover intention.

In the Philippine context, affective commitment may be linked to cultural values such as *pakikisama* (harmonious relationships) and *bayanihan* (communal unity), which encourage teachers to maintain strong ties with colleagues and communities despite systemic challenges (Quines & Arendain, 2023).

Relationship Between Teaching Efficacy and Commitment

The significant positive correlation between teaching efficacy and organizational commitment supports the theoretical assumptions of Bandura (1986) and Allen and Meyer (1991). Teachers who are confident in their instructional capacity are more likely to display emotional attachment and dedication to their institutions. Similar results were observed in Indonesia (Hidayat, 2024) and China (Zhang & Liu, 2020), confirming that efficacy is a consistent predictor of organizational loyalty across cultural settings.

For the Dinagat Islands, these findings imply that enhancing teaching efficacy through targeted professional development may directly strengthen organizational commitment. Programs such as mentoring, Learning Action Cells (LAC), and training under the Philippine Professional Standards for Teachers (PPST) could help increase teacher confidence and, in turn, foster greater institutional loyalty.

Implications

The study's findings have several implications. First, teacher training and continuous professional development should be tailored to address contextual challenges in GIDAs, particularly strategies for motivating students and managing multigrade classrooms. Second, policies should prioritize the emotional and social well-being of teachers, recognizing the role of affective commitment in sustaining long-term service. Finally, interventions should integrate both individual capacity-building and institutional support to ensure that teaching efficacy and organizational commitment reinforce each other.

5. Conclusion and Recommendations

Conclusion

This study examined the relationship between teaching efficacy and organizational commitment among public school teachers in the Dinagat Islands. The findings revealed that teachers demonstrated moderately high levels of teaching efficacy, particularly in their perceived impact on student performance and their commitment to professional development. At the same time, organizational commitment was also rated moderately high, with affective commitment emerging as the most prominent dimension. These results suggest that teachers, despite facing the challenges of geographically isolated and disadvantaged areas, maintain confidence in their ability to influence learning outcomes and show strong emotional attachment to their schools. The correlation analysis confirmed a significant positive relationship between teaching efficacy and organizational commitment, indicating that teachers with higher instructional confidence are also more likely to remain loyal and dedicated to their institutions. This reinforces the theoretical assumptions of Bandura's Social Cognitive Theory and Allen and Meyer's Three-Component Model by illustrating how self-belief and institutional attachment interact to sustain teacher effectiveness and resilience.

Recommendations

In light of these findings, it is recommended that professional development programs be designed to address areas where teachers experience greater challenges, particularly in sustaining student motivation and managing diverse classrooms. School administrators should foster supportive environments that promote collaboration, recognize teacher contributions, and provide consistent feedback, as these practices strengthen affective commitment. Policy interventions should also focus on addressing the specific needs of geographically isolated schools by ensuring adequate resources, promoting technology integration, and offering incentives to reduce attrition risks. Teachers should be encouraged to pursue advanced studies as part of their career development, since higher educational attainment contributes to greater efficacy and commitment. Equally important is the promotion of teacher well-being through initiatives that support resilience and positive workplace relationships. Strengthening both the professional competence and emotional investment of teachers will help ensure more sustainable and effective educational outcomes in the Dinagat Islands and other disadvantaged areas in the Philippines.

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