



## Psychological Well-being and Organizational Commitment of Teachers to Performance

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### Abstract

This study explored the extent of the relationship between psychological well-being and organizational commitment, and teachers' performance in a local college. The research employed a descriptive correlation design. Using the purposive sampling technique, the data were taken from teachers through Ryff's Psychological Well-being Scale (1989), Meyer and Allen's (1990) Organizational Commitment Questionnaire (OCQ), and the results of the Teacher Evaluation Questionnaire answered by the students last second semester of AY 2018-2019. The researcher analyzed the data using mean, Sign test for K Independent Samples, Kruskal Wallis H-test, and Chi-Square test. The findings revealed that there is no significant difference in the psychological well-being and organization commitment of teachers when grouped according to their profile. The result showed that teachers' psychological well-being has a fair level of Autonomy, Environmental mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-acceptance. Among the six dimensions, Autonomy has the highest mean, while Personal Growth has the lowest. Regarding their organizational commitment, the respondents have high levels of affective normative and moderate normative organizational commitment. The findings also revealed evidence of a relationship between teachers' psychological well-being and their organizational commitment. However, there is no significant relationship between their performance, psychological well-being, and organizational commitment.

*Keywords:* college teaching, local college, psychological well-being, organizational commitment, teacher performance



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## Introduction

Teaching can be a rewarding profession involving meaningful, influential, and important work. The quality and performance of teachers have been identified as an important factor in the students' educational attainment. However, it can also be challenging due to the complex nature of their job. The teaching profession is a demanding and stressful occupation cited by McInerney, Ganotice, King, Morin, (2014).

In a teacher's context, a focus on their psychological well-being helps many individuals and learning environments deal with the very real demands of teaching. It gives teachers the strength and optimism to challenge and change the way they work without burning out or giving up because teachers who are functioning well make better teachers. It is also important for an institution to have highly qualified teachers who not only possess good academic standing but also value their psychological and emotional well-being. With this study, teachers can be fully aware that they must take care of their psychological well-being as this is one of the important factors in measuring superior performance.

According to Robbins (2001), Organizational commitment is defined as "a state in which the employee identifies with a particular organization and its goals and wishes to maintain membership in the organization" (p. 181). A commitment is molded over a period of time and during this period, a person comes to identify himself with the organization and organizational goals. Lai (2001), proves that an employee with a high level of organizational commitment sees himself as a true member of the organization and accepts the company's values and beliefs.

As cited in Catolos (2017), the poor performance of teachers could not only cripple the education system but also would send "poor performers" to the real world in employment.





Improving teaching quality has been a concern not only in first-world countries but also the developing countries like the Philippines. In these countries where teachers are scarce while the students are so abundant, maintaining the quality of education depends mostly on the few teachers to perform well and teach effectively on class. Cited studies suggest that various ways, various standards, and measures must be set to increase the teachers' level of performance.

This study aims to determine the level of their organizational commitment in teaching because the College consists mostly of part-time teachers. It will also show if teacher's psychological well-being and organizational commitment affect their teaching performance.

## Literature Review

### *Psychological Well-being*

Ryff (1989) crafted the definitions for each theory-guided dimension that would distinguish their limits. First dimension described was the self-acceptance. Respondents with high scores tend to possess a positive attitude toward the self; acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about past life. On the other hand, low scorers feel dissatisfied with self; is disappointed with what has occurred with past life; is troubled about certain personal qualities; wishes to be different than what he or she is. Second dimension is the positive relations with others. The high scorer has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships. Low scorer for this dimension has few close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others. Third is the Autonomy, respondents who scored high in this dimension are self-determining and independent; able to resist social pressures to think and act in certain ways;





regulates behavior from within; evaluates self by personal standards. But low scorer suggests they are concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways. High scorer in Environmental mastery has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values. Whereas low scorer has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks sense of control over external world. Respondents who scored high in Purpose in life has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living while low scorer lacks a sense of meaning in life; has few goals or aims, lacks sense of direction; does not see purpose of past life; has no outlook or beliefs that give life meaning. Lastly, Personal growth suggests that high scorer has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness, On the other hand, low scorer has a sense of personal stagnation; lacks sense of improvement or expansion over time; feels bored and uninterested with life; feels unable to develop new attitudes or behaviors.

### ***Psychological Well-being and Organizational Commitment***

McInerney et al. (2014) proved that organizational commitment is an important predictor of teachers' psychological well-being. They found out that commitment to organization and occupation has an important impact on the psychological well-being of Hong Kong teachers specifically normative commitment. Hong Kong teachers who are commitment





through a sense of loyalty and responsibility to their school and the teaching profession have enhanced their psychological well-being. Furthermore, the study of Merbaki, B., et al (2019) revealed a strong relationship between organizational commitment and psychological wellbeing at work among customs service employees in the regional district of Oran – Algeria, and the level of their psychological wellbeing predicted their organizational commitment.

The results obtained from the study of Garg and Rastogi, (2009) showed that there is a significant relationship between psychological well-being and organizational commitment. It indicated that positive experience in one domain of life will have continuous effect on other aspects of life that lead to the person to positive psychological well-being.

### ***Psychological Well-being and Age***

The study of Akram and Cengiz (2015) found a negative relationship between age and PWB scores of teachers which means older teachers were found to have lower psychological well-being scores than the younger ones. Like the study conducted by Huppert (2009) have similar result suggesting that middle-aged people tend to have lower PWB scores than the younger and older ones.

On the other hand, the result of Arian and Kathuria (2017) shows that there are no significant difference between the psychological well-being and different age group among IT employees in India.

### ***Psychological Well-being and Sex***

With regards to sex, women scored significantly higher than men on Positive Relation with Others and Personal Growth (Ryff, 1995). It confirms with recent result of Akram and Cengiz (2015) that female teachers were found to have higher PWB scores than male teachers especially in subscales of Personal Growth and Positive Relation with Others. It is





because women's right have been developing in daily basis especially in educational context. However, research findings suggest males were found to have higher well-being scores. The study by Akram (2019) stated that there was no significant difference in male and female teachers' well-being in universities in Pakistan because it was assumed that the universities might provide similar well-being opportunities to men and women within and across their universities.

### ***Psychological Well-being and Marital Status***

The study of Akram and Cengiz (2015) found out that married teachers found to have high PWB scores. As cited from this study, it also concluded that marriage could have supportive effects on an individual's emotional functioning, planning a life schedule, and living a more programmed life. On the other hand, the result of Akram (2019) showed no significant difference in psychological well-being between single and married teachers. The development was supported by the previous findings of Çelik and Tabancali (2012), cited by Akram (2019), that unmarried and married teachers had similar levels of psychological well-being. This may result from the continual social support couples get from each other and available teachers bring from their families due to the joint family system.

### ***Psychological Well-being and Teaching Position***

The teaching position tells about the status of teachers, whether it be full-time or part-time. According to Aryan and Kathuria (2017), young employees in the IT sector in India found that there is no significant difference in psychological well-being among full-time and contractual employees. It manifests that the company they have been working for gives them equal opportunity and motivates them to do their best.





### ***Psychological Well-being and Educational Attainment***

Gloria et al., (2013) cited by Collie (2015), says school level and educational qualifications are not associated with psychological well-being among teachers. The study pertaining to the relation of level of education and psychological well-being conducted by Bakker, P. and Veenhoven, R. (1975) shows that there is no association between the two variables.

### ***Psychological Well-being and Number of Years in Teaching***

Tümkiye, Aybek, Çelik (2008) found out that senior teachers had less burnout because experienced teachers have already developed a sense of psychological well-being than less experienced colleagues, and they are more capable of forming positive relationships with students, co-teachers, and administrators because they have more strategies with regards to problem-solving. The result of Akram (2019) conducted on different university teachers in Pakistan found that teachers' psychological well-being was not significantly different for different teaching experiences at the university level; however, teachers with 11 to 15 years of experience had more autonomy at the university level than teachers with experience of 1 to 5 years.

### ***Organizational Commitment***

Allen and Meyer (1990) have identified three types of organizational commitment: affective, continuance, and normative. First, Affective or moral obligation occurs when individuals fully embrace the goals and values of the organization. Employees are emotionally attached, and they have a sense of responsibility for the organization's success. These individuals usually demonstrate high levels of performance, positive work attitudes, and a desire to remain with the organization. Moreover, those with strong affective commitment remain because they want to. Second, Continuance or calculative commitment





occurs when individuals perceive on what they are receiving in return for their efforts and what would be lost if they were to leave (i.e., pay, benefits, associations). Their level of performance is based on the rewards they expected to be given by the organization. Those with strong continuance commitment remain because they need to. Third, Normative commitment occurs when individuals remain to the organization based on expected standards of behavior or social norms. These individuals value obedience, cautiousness, and formality. Research suggests that this type of commitment manifests the same attitudes and behaviors of the affective commitment. Those with strong normative commitment stay because they feel they ought to do so.

In the study conducted by McInerney et. al (2014) whose study focused on the Hong Kong teachers, showed that Continuance commitment was the least endorsed dimension. Affective commitment and Normative commitment that is an attachment to the organization and occupation because of feelings of obligation, loyalty and duty, was the most highly endorsed type of commitment.

Three Component Model Employee Commitment Survey was used in this study. TCM Employee Commitment Survey (TCMECS) is a standardized instrument developed by Allen and Meyer. It measures three forms of employee commitment to an organization. Each of these forms of organizational commitment is measured by means of well-validated scales: Affective Commitment Scale (ACS), Normative Commitment Scale (NCS) and Continuance Commitment Scale (CCS). Each is scored separately and can be used to identify the commitment profile of employees within an organization.

### ***Organizational Commitment and Age***

Personal characteristics are significant contributors in shaping one's commitment to the organization. Mathieu and Zajac (1990) have identified several personal characteristics:



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First, older workers tend to be more committed than younger ones. However, some researchers have contradiction on the findings. First, older workers have fewer options to change workplaces and may risk their benefits if they leave an organization. Others have focused on results that older workers have greater job satisfaction and have better jobs. This may be related to other results that older workers and those with longer position tenure are more committed. In addition, Baron and Greenberg (1990) confirmed that more senior employees, those with tenure or seniority, and those who are satisfied with their levels of work performance tend to report higher levels of organizational commitment than others. This implies that older people are more committed to the organization than other age groups. However, Colbert and Kwon (2000) as cited by Teferi, G. et. al., (2016) found no relationship between age and commitment of teachers.

### ***Organizational Commitment and Sex***

In the recent study conducted by Cuico (2018) entitled Organizational Commitment and Job Satisfaction among the Workforce of a Higher Education Institution in Bacolod City, it revealed that male and female participants had almost the same levels of organizational commitment. Specifically, he had moderate continuance commitment but high affective and normative commitments. This implies that sex has little influence in determining how satisfied, motivated, and committed employees are to the organization. The result supported the study of Yadav (2016), who pointed out that males and females do not have significantly different commitment levels. On the other hand, the study conducted by Bading (2022) on the teachers in the High Schools of Sanchez Mira, Cagayan, shows that gender has a major impact on organizational commitment where females are more predictively committing to teaching than males. In addition, it shows that females tend to be more empathic, relationship-oriented, and caregiving than males.





### ***Organizational Commitment and Marital Status***

The data shows in study of Cuico (2018) suggest that single participants had moderate continuance and normative commitment but high affective commitment. Married respondents had moderate continuance commitment and high affective and normative commitments. The widowed had low continuance, high affective but very high normative commitment. While separated had high commitments. All employees when classified according to marital status have high affective commitment, which implies that they stay in the organization because they developed their affections for their jobs. It confirms the study of Radhakrishna and Keyser (1994) as cited by Cuico (2018) which stated that married and more experienced employees were committed than single, less experience employees since they may still be considering their future careers. Also, Tadesse (2019) has the same result that secondary teachers in Ethiopia who are married are more committed than single teachers. But this contradicts to Ekinici and Yildirim (2015) who concluded that secondary teachers' organizational commitment did not vary based on their marital status.

### ***Organizational Commitment and Teaching Position***

Bashir and Gani (2020) revealed that there is no statistically significant difference based on teaching position. These findings are validated by Bacharach et al. (1990) who did not find any relationship between the two variables.

### ***Organizational Commitment and Educational Attainment***

Mathieu and Zajac (1990) revealed that more highly educated workers tend to be less committed because they may have greater expectations of the organization which cannot always be met. This contrasts with the study of Bashir and Gani (2020) which revealed a significant difference in the educational attainment of teachers. It was found that teachers





who have Post graduate degree have highest mean scores which indicates that as the level of education increases, organizational commitment decreases. In addition, Cuico (2018) Which shows that college level, college undergraduate and bachelor's degree holder have moderate normative commitment, master's degree and doctorate degree holders have high normative commitment. This result implies that all employees when classified according to educational level, stay committed in the organization not because they need their jobs but because they want their jobs.

### ***Organizational Commitment and Number of Years in Teaching***

Bagraim (2003) confirmed that organizational commitment is based on the accumulation of investments by the employee. If the individual leaves the organization, investment would be lost or become worthless. Thus, working increases the investment and the costs of leaving cause higher levels of commitment. Hence, number of years working in the organization is considered as the best indicator accumulating the investment that served on increase the commitment. Meyer and Allen (1997) and Kushman (1992) cited by Yadav (2016) reported that employees with higher organization tenure have higher commitment. Meyer and Allen (1997) explained that with longer number of years in the organization, emotional connection with the organization is likely to develop to an employee which would restrain him in leaving the job. Meyer and Allen (1997) also indicate that those who are not committed will quit the organization and those who remain are very likely to have high commitment. The longer an employee works with an organization, their sense of responsibility for consequences related to them also enhances. According to Newstrom (2007), commitment is stronger among employees who stayed longer in the organization. On the other hand, the study conducted by Teferi, et al. (2016) revealed that the length of teaching service has no significant influence on teachers' organizational commitment among





Ethiopian Primary Teachers. In addition, Yadav (2016) the length of service with the organization did not show any significant difference in commitment levels.

### *Teacher's Performance*

Academic performance evaluation of teachers in state universities and colleges have been a practice in the Philippines for continuous improvement and maintain quality education. The study conducted by Catolos (2017) entitled Teaching Performance of Selected Public Secondary Schools in Tanay, Rizal, teachers in a public secondary school who are graduates of non-education courses have very satisfactory teaching performance. This means that although non-graduates of teacher-education courses, they strive to be good teachers. It also implies that age, length of service, and bachelor's degree course are significant on teachers' performance while sex and educational attainment are not significant. Nadeem et al. (2011) revealed that poor socio-economic status of teachers affects the teacher's performance. The study entitled Factors Affecting the Performance of Public School Teachers in Antipolo City conducted by Abarro (2018) made the following results: married teachers have high performance rating compared to single teachers, sex and age interpreted as not significant which is contrary to the finding of Nadeem (2011) that gender and age is a significant predictors of teachers' job performance. Educational attainment also found to be significant that teacher qualification affects the effectiveness of secondary school teachers. The length of service does not affect the performance of teachers. Abarro (2018) revealed that government and institutional salaries of teachers and remuneration affect teachers' performance, respectively. Furthermore, Gappa and Leslie (1996), cited by Abarro (2018), concluded from their national study of part-time faculty that most do not feel connected to or integrated into campus life. Instead, they feel powerless, alienated, and invisible.





### *Psychological Well-being and Performance*

The study of Ganotice (2013) in the Validation of Psychological Well-being Scale among Filipino teachers shows that six dimensions of psychological well-being can significantly predict teachers' job performance namely interpersonal facilitation, job dedication, and task performance. Wright and Cropanzano (2000) in their research on psychological well-being and job satisfaction as predictors of job performance concluded that Psychological Well-Being was related to job performance ratings. The participant of the study includes 47 employees of Northern California Country Agency. It is also hypothesized by Ryff (1989), that Psychological Well-being will have a positive relationship with job performance.

### *Organizational Commitment and Performance*

Meyer and Allen (1997) proved that employees with high commitment will work harder and will show better job performance than those with low commitment. Also, the study of Amora (2016) proved the teachers' organizational commitment increases, their level of performance is also strengthened. This follows that when employees are committed to their employer and organization, they will deliver higher performance levels. It was also revealed in the study of Laily and Wayhuni (2017) that organizational commitment affects teacher performance among Indonesian teachers. Tentama (2016) also proved a positive relationship between organizational commitment and job performance among educational employees at the University of Ahmad Dahlan. On the contrary, Somers and Birnbaum (1998) conducted a study entitled Work-Related and Job Performance: It's also the Nature of the Performance that Counts, which tells that organizational commitment is unrelated to the job performance of employees.





## Methodology

This section presents the research design used in conducting this research, subject and respondents of the study, population and sample size, sampling techniques, the data gathering instrument, the validity and reliability of the research instrument, data gathering procedures, and data analyses.

### Research Design

To determine the desired information regarding the psychological well-being, organizational commitment, and performance of teachers, the descriptive-comparative method of research and relational research design was used in this study. These methods included the collection of data to answer questions concerning the subjects.

### *Subject and Respondents of the Study*

The subject and respondents of this study were the full-time and part-time faculty members of a local college who were hired in the second-semester academic year 2019-2020 at the same time as the Teacher Evaluation Questionnaire results for the second-semester academic year 2018-2019.

### *Population and Sample Size*

In this study, the number of college full-time and Part-time faculty are 12 and 137, respectively, totaling 149 for the Second Semester academic year 2019-2020.

Fifty-one instructors were taken as respondents of this study since they were hired on the second semester of 2019-2020, as well as having Teacher Evaluation Questionnaire results from the second semester of 2018-2019. Among 51 teachers, 49 responded to the survey form.





### *Sampling Techniques*

A purposive sampling technique was used in this study wherein samples were based on selecting the individuals according to the purpose of this study.

### *Data Gathering Instruments*

The researcher provided different sets of standardized questionnaires. In determining their psychological well-being, Ryff's Psychological Well-being Scale was used; to measure the level of organizational commitment, the Three-Component Model Employee Questionnaire was used; and lastly, Performance was measured by acquiring results from Teachers' Evaluation Questionnaire.

The questionnaires focused on answering three major sections. The first part is designed to capture the demographic profile of the respondents, such as sex, marital status, age, highest educational attainment, teaching position, and years of teaching experience. The second part is the standardized psychological well-being questionnaire by Carol Ryff et al. (1985). This is measured using a 42-item questionnaire with six dimensions. Participants responded on a scale from 5 (strongly agree) to 1 (strongly disagree). The last part is to measure three forms of employee commitment to an organization: desire-based (affective commitment), obligation-based (normative commitment), and cost-based (continuance commitment). This academic version survey includes three well-validated scales, the Affective Commitment Scale (ACS), the Normative Commitment Scale (NCS), and the Continuance Commitment Scale (CCS), which is answerable by 5- Strongly Agree, 4- Agree, 3- Neutral, 2- Disagree and 1- Agree.

Teachers' performance is identified through the utilization of the Teachers' Evaluation Questionnaire provided by the school. It is answerable by the students in which there are seven attributes. The teacher's score is interpreted as outstanding if they have the average





score of 4.21-5, very satisfactory if 3.41-4.20, satisfactory if 2.61-3.40, and needs improvement if 1.0-2.61.

### ***Validity and Reliability of the Research Instrument***

In this study, standardized questionnaires were utilized in the psychological well-being scale, the three-component model of employee commitment survey questionnaire, and the Teachers' Evaluation Questionnaire.

### ***Data Gathering Procedures***

The researcher obtained a letter endorsed by the Graduate School Dean. This is submitted to Bacolod City College Administrator and Dean of Instruction subject for approval to conduct survey. Upon the approval, the researcher reproduced and distributed the standardized survey questionnaires of psychological well-being and organizational commitment to the teachers accordingly to attain the goal of the study. The performance was based on Teacher's Evaluation Questionnaire which is answered by the students. After gathering the survey questionnaires, the researcher checked and encoded the data present and analyzed it using appropriate statistical tools.

### ***Data Analyses***

To analyze the data, the following statistics were used:

For problem 1, frequency and percent distribution were used to find out the demographic profile of the teachers.

For Problem 2, to determine the level of psychological well-being of teachers when taken as a whole and in terms of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self-acceptance, mean was used.

The formula for the mean is shown below.

$$\bar{x} = \frac{\sum x}{n}$$







Where:  $\bar{x}$  = mean

$\sum x$  = is the sum of all data value

$n$  = is number of data items in sample

To interpret the responses on the level of psychological well-being, the following scales were used:

| Scale       | Description | Verbal Interpretation  |
|-------------|-------------|--|
| 4.21 – 5.00 | Very Good   | The teachers manifest very good sense of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, Self-acceptance. |
| 3.41 – 4.20 | Good        | The teachers manifest good sense of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, Self-acceptance.      |
| 2.61 – 3.40 | Fair        | The teachers manifest fair sense of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, Self-acceptance       |
| 1.81 – 2.60 | Poor        | The teachers manifest poor sense of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, Self-acceptance.      |
| 1.0- 1.80   | Very Poor   | The teachers have very poor psychological well-being in all dimension  |

For problem 3, to determine the level of organizational commitment of teachers when taken as a whole and in terms of affective, continuance, and normative, mean was used.

To interpret the responses on the level of organizational commitment, the following scales were presented:





| Scale       | Description | Verbal Interpretation  |
|-------------|-------------|--|
| 4.21 – 5.00 | Very high   | The teachers have very high commitment for the organization. |
| 3.41 – 4.20 | High        | The teachers have high commitment in the organization        |
| 2.61 – 3.40 | Moderate    | The teachers have moderate commitment for organization       |
| 1.81 – 2.60 | Low         | The school has low commitment for organization               |
| 1.0-1.80    | Very low    | The teachers are not committed to the organization           |

For problem 4, to determine the level of performance of teachers, the result of Teachers' Evaluation Questionnaire was served as basis for this data.

To interpret the result, the following scales were used:

| Scale       | Verbal Interpretation | Verbal Descriptions                              |
|-------------|-----------------------|--|
| 4.21 – 5.00 | Outstanding           | Teacher has outstanding performance.             |
| 3.41 – 4.20 | Very Satisfactory     | Teacher has very satisfactory performance.       |
| 2.61 – 3.40 | Satisfactory          | Teacher has satisfactory performance             |
| 1.0-2.61    | Needs Improvement     | Teacher needs improvement on his/her performance |

For problem 5 and 6, to determine if there is a significant difference in the level of psychological well-being and organizational commitment of teachers when they are grouped as to age, sex, marital status, educational attainment, teaching position, and number of years in teaching, Sign Test for K independent samples and Kruskal Wallis H-test were used.

The formula of Sign Test for K Independent Samples is shown below:





$$\chi^2 = \frac{(of - ef)^2}{ef}$$

where:  $\chi^2$  = chi-square value

of = (frequency according to the variables) observed frequency

ef = (total number of frequency x number of respondents)  
expected frequency

The formula of Kruskal Wallis H-Test:

$$H = n \frac{12}{n(n+1)} \sum \frac{R_i^2}{n_i} - 3(n+1)$$

Where:

n = Total number of participants

$R_i^2$  = Total rank for each group

$n_i$  = No. of participants in each group

For problem 7, to know if there is a significant relationship between the psychological well-being and organizational commitment of teachers when taken as a whole, chi-square was used.

For problem number 8, to determine if there is a significant relationship between the level of psychological well-being and organizational commitment and the performance of a local college, chi-square was used.

## Results and Discussion

This chapter presents the findings with analyses and interpretations of the data gathered in this study. It shows the results of the study using various statistical tools in dealing with descriptive research.

### Profile of Teachers

**Table 1**

*Demographic Profile of a Local College*

| Profile | Category | f | % |
|---------|----------|---|---|
|---------|----------|---|---|



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|                                |                                    |    |     |
|--------------------------------|------------------------------------|----|-----|
| Sex                            | Male                               | 20 | 41  |
|                                | Female                             | 29 | 59  |
|                                | Total                              | 49 | 100 |
| Marital Status                 | Single                             | 12 | 24  |
|                                | Married                            | 31 | 63  |
|                                | Widowed/Legally separated/Annulled | 6  | 12  |
|                                | Total                              | 49 | 100 |
| Age                            | Younger (18-30 years old)          | 8  | 16  |
|                                | Middle age (31-64 years old)       | 28 | 57  |
|                                | Old age (65 years old & above)     | 13 | 27  |
|                                | Total                              | 49 | 100 |
| Highest Educational Attainment | Bachelor's Degree                  | 7  | 14  |
|                                | Master's Degree                    | 33 | 67  |
|                                | Doctorate Degree                   | 9  | 18  |
|                                | Total                              | 49 | 100 |
| Teaching Position              | Full Time                          | 4  | 8   |
|                                | Part time                          | 45 | 92  |
|                                | Total                              | 49 | 100 |
| Years of Teaching              | 1                                  | 25 | 51  |
|                                | 2                                  | 24 | 49  |
|                                | Total                              | 49 | 100 |

Out of 51 participants, only 49 responded to the questions. As for the sex, majority are female with 29 participants and 20 are male participants.

For participant's marital status, there are 12 single teachers, 31 married teachers, and only six who are widowed/legally separated/annulled.

In terms of age, only eight teachers belong to younger age between 18-29 years old. Most participants belong to middle age are 31-64 years old with a total number of 28 teachers. Lastly, old age who are 65 years old completed the number of 13 participants. As to their highest educational attainment, 33 teachers are master's degree holder, while seven and nine teachers are bachelor's and doctorate degree holders, respectively. For the teaching position, most participants are part time with the total of 45 and only four are full time teachers. Lastly, the number of years in teaching were divided into two. There are 25 participants who have one





to 10 total years of teaching experience while 24 of them have longer experience which is 11 years and longer.

### Level of Psychological Well-being of Teachers

**Table 2**

*Level of Psychological Well-being of Teachers*

| Psychological Well-being Subscales | N  | Mean | Interpretation |
|------------------------------------|----|------|----------------|
| Autonomy                           | 49 | 3.37 | Fair           |
| Environmental Mastery              | 49 | 3.24 | Fair           |
| Personal Growth                    | 49 | 3.09 | Fair           |
| Positive Relation with Others      | 49 | 3.28 | Fair           |
| Purpose in Life                    | 49 | 3.26 | Fair           |
| Self-acceptance                    | 49 | 3.25 | Fair           |
| As a Whole                         | 49 | 3.25 | Fair           |

Table 2 reveals that the level of psychological well-being of teachers obtained an overall mean score of 3.25 interpreted as fair.

The first subscale of psychological well-being is Autonomy which obtained the highest mean score of 3.37 interpreted as fair, while Personal Growth has the lowest mean score of 3.09 also interpreted as fair. The other subscales scored the following; Positive Relation to Others scored 3.28, Purpose in Life scored 3.26, Self-Acceptance has a score of 3.25, and lastly Environmental Mastery obtained 3.24 which are all interpreted as fair. This indicates that teachers manifest fair sense of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, Self-acceptance.

This result supported the study done by Ryff and Keyes (1995). In this study, Autonomy has the highest score which means that most teachers are self-determining and





independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards. It shows that teachers involved in this study were self-governing in their opinions and decision-making. They do not worry about the evaluation of other people and were not affected by the opinions of others. The second highest dimension is Positive Relation to Others, also scored fair. It perceived that teachers have the ability to engage in warm and trusting relationships among their colleagues. They wanted to feel connected with other people.

### Level of Organizational Commitment of Teachers

Table 3 shows the result of level of organizational commitment of teachers when taken as a whole and in terms of the three dimensions using the mean scores.

**Table 3**

*Level of Organizational Commitment of Teachers*

| Organizational Commitment | N  | Mean | Interpretation |
|---------------------------|----|------|----------------|
| Affective                 | 49 | 3.94 | High           |
| Continuance               | 49 | 2.95 | Moderate       |
| Normative                 | 49 | 3.82 | High           |
| As a Whole                | 49 | 3.57 | High           |

From the analysis in Table 3, the mean score of the affective commitment is 3.94; that of the continuance commitment is 2.95 and that of the normative is 3.82. The overall mean of organizational commitment is 3.57 which interpreted that teachers have high commitment in a local college. Therefore, the level of teachers' commitment is high in affective and normative whereas continuance have moderate score obtaining the lowest mean score. It implies that teachers are committed because they wanted to stay in the education system and is willing to help students learn. They are mostly part time and regardless of their teaching





position, they feel a sense of belongingness in the organization. Respondents who had stayed long also claimed that this institution has sentimental value to them. Normative commitment has high result since some teachers belong to government agencies and may have moral obligation to remain within the school system to share their knowledge to students. They also believe in the value of remaining loyal to this organization. For the continuance commitment, it tells teachers' insights toward the associated costs of leaving the school is moderate. It is because there is a higher number of part time teachers in the local college wherein, they have another job which indicates that their life will not be disrupted even though they quit teaching. For them, there are sufficient alternatives aside from this profession. Thus, they are not afraid of letting go of this job.

The finding has the same result with McInerney et al. (2014) whose study focused on the Hong Kong teachers which showed that Continuance commitment was the least endorsed dimension. Affective and Normative commitment was the most highly endorsed type of commitment. Moreover, this study has the same result with Bello and Peretomode (2018) which revealed that teachers' commitment is high across the affective and normative dimensions.

### **Level of Performance of Teachers**

Table 4 shows the result of the performance of teachers in a Local College in second-semester academic year 2018-2019 taken from the institution's Teacher Evaluation Questionnaire.





**Table 4**

*Level of Performance of Teachers*

| Level of Performance | N  | Mean | Interpretation |
|----------------------|----|------|----------------|
| O                    | 33 | 4.37 | outstanding    |
| VS                   | 15 |      |                |
| S                    | 1  |      |                |
| NI                   | 0  |      |                |

Among 49 participants, 33 teachers reported outstanding performance, 15 had very satisfactory results, and one had satisfactory performance. The overall mean score is 4.37, which means that participants have overall outstanding performance. Teachers who scored 4.21-5.00 in the evaluation have outstanding performance, 3.41-4.20 have very satisfactory performance, 2.61-3.40 have satisfactory performance, and those who scored 1.0-2.61 need improvement in their teaching performance. It implies that teachers could obtain an outstanding performance in seven areas of evaluation.

**Psychological Well-being and Age**

Table 5 shows the difference in psychological well-being when grouped according to age.

**Table 5**

*Difference on the Psychological Well-being of Teachers when grouped According to Age*

| Age                               | N  | Mean Rank |
|-----------------------------------|----|-----------|
| Younger<br>(18-30 years old)      | 8  | 25.81     |
| Middle age<br>(31-64 years old)   | 28 | 21.36     |
| Old age<br>(65 years old & above) | 13 | 32.35     |

Computed Value (H) = 5.35







P-value = 0.07  
Decision = Accept Ho  
Interpretation = Not significant at 0.05 level of significance

It revealed that using Kruskal Wallis H-Test, the computed value is 5.3 and the probability value is 0.07. Comparing the probability value to the alpha=0.05, it shows that it is higher than 0.05. Therefore, the null hypothesis is accepted. It implies that there is no significant difference between age and psychological well-being. In this study, all teachers across age brackets have the same level of psychological well-being and do not differ from each other. The current result affirms the survey of Arian and Kathuria (2017), which showed no significant difference between the psychological well-being and different age groups among IT employees in India. However, it opposed the findings of Akram and Cengiz (2015), which revealed older teachers were found to have lower psychological well-being scores than younger ones. Moreover, Huppert (2009) has a similar result suggesting that middle-aged people tend to have lower PWB scores than younger and older ones.

### Psychological Well-Being and Sex

Table 6 shows the difference in the psychological well-being of teachers when grouped according to their sex using the K Independent Samples. The probability value is compared to the alpha significance level to determine whether to accept or reject the null hypothesis.

**Table 6**

*Differences in the Psychological Well-being of Teachers when grouped According to Sex*

| Sex    | above median | at or below the Median |
|--------|--------------|------------------------|
| Male   | 6            | 14                     |
| Female | 12           | 17                     |





|                             |   |   |
|-----------------------------|---|---|
| Computed value ( $\chi^2$ ) | = | 0.66  |
| P-Value                     | = | 0.61  |
| Decision                    | = | Accept Ho                                     |
| Interpretation              | = | Not significant at 0.05 level of significance |

Using the Sign Test for K Independent Samples, the computed value is 0.66, and the probability value of 0.61 is higher than the 0.05 significance level. Thus, the null hypothesis is accepted. This means there is no significant difference in the level of psychological well-being when grouped according to sex. In the local college, males and females have the same level of psychological well-being because it implies that the institution provides equal psychological well-being opportunities to all teachers.

The result supported the study of Akram (2019), which concluded no significant differences in sex and PWB scores among teachers.

### Psychological Well-Being and Marital Status

Table 7 shows the difference in psychological well-being when grouped according to marital status.

**Table 7**

*Difference on the Psychological Well-being of Teachers when grouped according to Marital Status*

| Marital Status                     | N  | Mean Rank |
|------------------------------------|----|-----------|
| Single                             | 12 | 24.67     |
| Married                            | 31 | 23.42     |
| Widowed/Legally Separated/Annulled | 6  | 33.83     |

|                    |   |   |
|--------------------|---|---|
| Computed Value (H) | = | 2.71  |
| P-Value            | = | 0.26  |
| Decision           | = | Accept Ho                                     |
| Interpretation     | = | Not significant at 0.05 level of significance |





Table 7 reveals that using the Kruskal Wallis H-Test, the computed value is 2.71, and the probability value is 0.26. Comparing the probability value to the  $\alpha=0.05$  shows that it is higher than 0.05. Thus, the null hypothesis is accepted. This means there is no significant difference in the level of psychological well-being when grouped according to marital status. It implies that regardless of their marital status, teachers have equal levels of psychological well-being.

The result supported the study of Akram (2019), which showed that there is no significant difference in psychological well-being between single and married teachers, and it also supported the previous findings of Çelik and Tabancali (2012) cited from Akram (2019) that unmarried and married teachers had a similar level of psychological well-being. This may result from couples supporting each other and available teachers getting from their families due to the joint family system. However, it contradicted the study of Akram and Cengiz (2015), which says that married teachers were found to have higher scores than unmarried ones.

### Psychological Well-being and Teaching Position

Table 8 shows the difference in psychological well-being when grouped according to teaching position using the Sign Test for K Independent Samples.

**Table 8**

*Difference in the Psychological Well-being of Teachers when grouped According to Teaching Position*

| Teaching Position | Above median | at or below the Median |
|-------------------|--------------|------------------------|
| Full time         | 0            | 4                      |
| Part Time         | 18           | 27                     |

Computed Value ( $\chi^2$ ) = 2.53  
 P-Value = 0.30  
 Decision = Accept  $H_0$   
 Interpretation = Not significant at 0.05 level of significance



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Table 8 reveals that the computed value is 2.529 and the probability value of 0.29 is higher than  $\alpha=0.05$ . Hence, null hypothesis is accepted. This means that there is no significant difference on the level of psychological well-being when grouped according to teaching position. The result also supports the study of Aryan and Kathuria (2017) which tells that there is no difference in the psychological well-being of full-time and part-time IT employees in India. It implies that regardless of whether being a part-time or full-time teacher belongs in this college, it does not affect their psychological well-being.

### Psychological Well-being and Educational Attainment

Table 9 shows the difference in the psychological well-being when grouped according to highest educational attainment using the Kruskal Wallis H-Test.

**Table 9**

*Difference in the Psychological Well-being of Teachers when grouped According to Highest Educational Attainment*

| Highest Educational Attainment | N  | Mean Rank |
|--------------------------------|----|-----------|
| Bachelor's Degree              | 7  | 27.00     |
| Master's Degree                | 33 | 23.14     |
| Doctorate Degree               | 9  | 30.28     |

Computed Value (H) = 1.95  
 P-Value = 0.38  
 Decision = Accept Ho  
 Interpretation = Not significant at 0.05 level of significance

Table 9 revealed that the computed value using H-test is 1.95, and the probability value is 0.38. When compared to the  $\alpha=0.05$ , it shows that the probability value is higher. Hence, accept the null hypothesis. It means there is no significant difference in the level of psychological well-being when grouped according to highest educational attainment.





Therefore, the current result suggests that the local colleges have the same level of psychological well-being among bachelor, masters, and doctorate teachers.

The result confirmed the study of Bakker and Veenhoven (1975), which shows that there is no difference between the level of education and psychological well-being. Second, the result of Gloria et al. (2013) says school level and educational qualifications have no differences in psychological well-being among teachers.

### Psychological Well-being and Number of Years in Teaching

Table 10 reveals the difference in psychological well-being when grouped according to the number of years in teaching using the Sign Test for K Independent Samples.

**Table 10**

*Difference in the Psychological Well-being of Teachers when grouped According to Number of Years in Teaching*

| Number of Years in Teaching | Above median | At or below Median |
|-----------------------------|--------------|--------------------|
| 1- 10 years                 | 25           | 3.24               |
| 11 years onward             | 24           | 3.26               |

Computed Value ( $\chi^2$ ) = 0.492  
 Value = 0.69  
 Decision = Accept Ho  
 Interpretation = Not significant at 0.05 level of significance

Table 10 reveals that the computed value using K Independent Samples is 0.492, and the tabular value of 0.685 is higher than  $\alpha=0.5$ . Hence, the null hypothesis is accepted. It implies that there is no significant difference in the level of psychological well-being when grouped according to teaching position. Teachers in this study who have shorter or longer





experiences have no differences in the level of psychological well-being because they manifest positive relationships with their students, co-teachers, and administrators.

The result confirms the study of Akram (2019) conducted to different university teachers in Pakistan. It was found that teachers' psychological well-being was not significantly different for different teaching experiences at the university level, but contrary to Tumkaya, et al. (2008), who found out that senior and more experienced teachers have already developed a sense of psychological well-being than less experienced colleagues.

### Organizational Commitment and Age

Table 11 reveals the difference in organizational commitment when grouped according to age. The statistical tool used was Kruskal Wallis.

**Table 11**

*Differences in the Organizational Commitment of Teachers when grouped According to Age*

| Age                               | N  | Mean Rank |
|-----------------------------------|----|-----------|
| Younger<br>(18-30 years old)      | 8  | 24.63     |
| Middle age<br>(31-64 years old)   | 28 | 24.04     |
| Old age<br>(65 years old & above) | 13 | 27.31     |

Computed Value (H) = 0.47  
 P-Value = 0.79  
 Decision = Accept Ho  
 Interpretation = Not significant at 0.05 level of significance

Table 11 shows older teachers have the highest mean rank of 27.31, followed by younger teachers with 24.63, and lastly, the lowest mean rank belongs to middle-aged teachers with 24.04. This also explains that the computed value is 0.47, and the probability value is 0.79, higher than  $\alpha=0.05$ . Therefore, the null hypothesis is accepted. It means there is no significant difference between the level of organizational commitment when





grouped according to age. It implies that young, middle, and old-aged teachers are equally committed to the local college.

The result of this study opposed to Mathieu and Zajac (1990) which say that older workers tend to be more committed than younger ones. Baron and Greenberg (1990) also stated that older employees, those with tenure or seniority, are those who are satisfied with their work performance and tend to report higher levels of organizational commitment than others. However, Colbert and Kwon (2000), cited by Teferi et al. (2016), found no relationship between age and teachers' organizational commitment, and this study proved the current result.

### Organizational Commitment and Sex

Table 12 reveals the difference in organizational commitment when grouped according to sex. The statistical tool used was the Sign test for K-independent samples. The probability value was compared to alpha 0.05 level of significance and it is the basis for acceptance or rejection.

**Table 12**

*Difference in the Organizational Commitment of Teachers when grouped According to Sex*

| Sex    | Above median | At or below Median |
|--------|--------------|--------------------|
| Male   | 13           | 7                  |
| Female | 11           | 18                 |

Computed Value ( $\chi^2$ ) = 3.47  
 P-Value = 0.12  
 Decision = Accept Ho  
 Interpretation = Not significant at 0.05 level of significance

Table 12 shows the mean ranks of males and females, having 3.79 and 3.42, respectively. It reveals that the probability value of 0.116 is higher than alpha=0.05. Thus, the





null hypothesis is accepted. It shows no significant difference between the level of organizational commitment when grouped according to sex. It implies that both male and female teachers have the same level of organizational commitment.

The result confirms the findings of Cuico (2018) that male and female teachers in HEI in Bacolod City have the same level of organizational commitment. It proves that sex has little influence in determining how satisfied, motivated and committed employees are to the organization. Also, Yadav (2016) pointed out that males and females do not have significant differences in commitment levels. On the other hand, Bading (2022) shows that the sex has a major impact on organizational commitment, where females are more predictively committing to teaching than males.

### Organizational Commitment and Marital Status

Table 13 reveals the difference between the organizational commitment when grouped according to marital status using the Kruskal Wallis H-Test.

**Table 13**

*Difference in the Organizational Commitment of Teachers when grouped According to Marital Status*

| Marital Status                     | n  | Mean Rank |
|------------------------------------|----|-----------|
| Single                             | 12 | 28.58     |
| Married                            | 31 | 23.44     |
| widowed/legally separated/annulled | 6  | 25.92     |

Computed Value (H) = 1.16  
 P-Value = 0.56  
 Decision = Accept Ho  
 Interpretation = Not significant at 0.05 level of significance

Table 13 explains the mean ranks of three marital status where single teachers have 28.58 followed by separated/annulled/widowed which has 25.92, and lastly, married teachers







have 23.44. The computed value is 1.155 and probability value of 0.0561 is higher than  $\alpha=0.05$ . Therefore, accept the null hypothesis which states that there is no significance difference between the level of organizational commitment when grouped according to marital status. It implies that teachers who are single, married, widowed, annulled, and separated have the same organizational commitment.

The assumption that married couples have higher commitment levels than single teachers was not supported by this study. It contrasted the study of Cuico (2018) which suggests that married and more experience employees were committed than single, less experience employees. Also, Tadesse (2019) has the same result that secondary teachers in Ethiopia who are married are more committed than single teachers. However, the result of this study agreed to Ekinici and Yildirim (2015) who concluded that secondary teachers' organizational commitment did not vary based on their marital status.

### Organizational Commitment and Teaching Position

Table 14 shows the difference in organizational commitment when grouped according to their teaching position using the statistical tool Sign test for K independent samples.

**Table 14**

*Difference in the Organizational Commitment of Teachers when grouped According to Teaching Position*

| Teaching Position | Above Median | At or below Median |
|-------------------|--------------|--------------------|
| Full time         | 0            | 4                  |
| Part Time         | 24           | 21                 |

Computed Value ( $\chi^2$ ) = 4.18  
 P-Value = 0.13  
 Decision = Accept  $H_0$   
 Interpretation = Not significant at 0.05 level of significance





Table 14 reveals that the mean values are 3.17 for full-time and 3.61 for part-time teachers. The computed value is 4.18, and the probability value of 0.13 is higher than  $\alpha=0.05$ . Therefore, the null hypothesis is still accepted. The result shows no significant difference between the level of organizational commitment when grouped according to teaching position. The result proves that part-time teachers feel they are part of the organization and consider their colleagues as family. Teachers who have worked outside teaching show that they also enjoy this profession. Both part-time and full-time teachers share the same amount of satisfaction, they are happy with their colleagues, believe in the organization's mission and vision and enjoy imparting their knowledge to students.

The result conformed to the study of Mowday (1979), which implies that there is no significant difference in organizational commitment between full-time and part-time employees. Also validated by the survey of Bashir and Gani (2020) and Bacharach et al. (1990), which revealed no statistically significant difference based on teaching position and did not find any relationship between the two variables.

### Organizational Commitment and Education Attainment

Table 15 shows the difference in organizational commitment when grouped according to the highest educational attainment of teachers. The statistical tool used was the Kruskal Wallis H-test.

**Table 15**

*Difference on the Organizational Commitment when grouped According to Highest Educational Attainment*

| Highest Educational Attainment | n  | Mean Rank |
|--------------------------------|----|-----------|
| Bachelor's Degree              | 7  | 26.14     |
| Master's Degree                | 33 | 22.56     |





|                  |   |      |
|------------------|---|------|
| Doctorate Degree | 9 | 3.06 |
|------------------|---|------|

Computed Value (H) = 3.88  
 P-Value = 0.14  
 Decision = Accept Ho  
 Interpretation = Not significant at 0.05 level of significance

Table 14 shows that teachers with a doctorate have the highest mean rank, which is 33.06, followed by 26.14 and 22.56, which mean ranks belong to bachelor's and master's degrees, respectively. It reveals that the computed value is 3.882, and a probability value of 0.144 is higher than the 0.05 significance level. Therefore, the null hypothesis is accepted. It means there is no significant difference between the level of organizational commitment when grouped according to the highest educational attainment. It proves that teachers who have different educational attainments have an equal level of organizational commitment since most of the teachers have their respective regular jobs and choose teaching as their second profession.

The result of Cuico (2018) states that there is no significant difference between organizational commitment and highest educational attainment. It implies that all employees, when classified according to academic level, stay committed to the organization not because they need their jobs but because they want them. Another literature that confirms this study is conducted by Teferi et al. (2016). It revealed that the length of teaching service has no significant influence on teachers' organizational commitment among Ethiopian Primary Teachers. On the other hand, it opposed the study of Mathieu and Zajac (1990), who stated that highly educated workers tend to be less committed because they may have greater expectations of the organization, which cannot always be met.

### Organizational Commitment and Number of Years in Teaching





Table 16 shows the difference in organizational commitment when grouped according to the number of years in teaching using the statistical tool Sign test for K-independent samples.

**Table 16**

*Differences in the Organizational Commitment of Teachers when grouped According to the Number of Years of Teaching*

| Number of Years in Teaching | Above Median | At or below the Median |
|-----------------------------|--------------|------------------------|
| 1 - 10 years                | 13           | 12                     |
| 11 years onward             | 11           | 13                     |

Computed Value ( $x^2$ ) = 0.19  
 P-Value = 0.88  
 Decision = Accept  $H_0$   
 Interpretation = Not significant at 0.05 level of significance

Table 16 shows that the computed value is 0.19, and the probability value of 0.88 is higher compared to  $\alpha=0.05$ . The mean values of shorter and longer years are both 3.57. Therefore, null hypothesis is accepted, which means there is no significant difference between the level of organizational commitment when grouped according to the number of years in teaching. The result shows an equal number of teachers who are new to teaching and have longer experience. Hence, both groups have the same level of commitment to the organization.

The result agreed with the study of Teferi et al. (2016), which concluded that the length of teaching service has no significant influence on teachers' organizational commitment among Ethiopian Primary Teachers. Yadav (2016) also confirmed the length of service with the organization did not show any significant difference in commitment levels.





On the other hand, it opposed the report of Allen and Meyer (1990) that employees with higher organization tenure have higher commitment as well as Newstrom (2007) who reported that commitment is stronger among employees who stayed longer in the organization.

### Psychological Well-Being and Organizational Commitment

Table 17 shows the relationship between psychological well-being and organizational commitment when taken as a whole. The statistical tool used was the Chi-square test.

**Table 17**

*Relationship between Psychological Well-being and Organizational Commitment*

| Psychological Well-being | Organizational Commitment |                  |                      |                 |                      |       |
|--------------------------|---------------------------|------------------|----------------------|-----------------|----------------------|-------|
|                          | Very High (4.21-5.00)     | High (3.41-4.20) | Moderate (2.21-3.40) | Low (1.81-2.20) | Very Low (1.00-1.80) | Total |
| Very Good (4.21-5.00)    | 0                         | 0                | 0                    | 0               | 0                    | 0     |
| Good (3.41-4.20)         | 3                         | 12               | 2                    | 0               | 0                    | 17    |
| Fair (2.21-3.40)         | 4                         | 10               | 15                   | 1               | 0                    | 30    |
| Poor (1.81-2.20)         | 0                         | 0                | 1                    | 0               | 0                    | 1     |
| Very Poor (1.00-1.80)    | 0                         | 0                | 0                    | 1               | 0                    | 1     |
| Total                    | 7                         | 22               | 18                   | 2               | 0                    | 49    |

Computed value ( $\chi^2$ ) = 33.83  
 P-Value = 0.00  
 Decisions = Reject Ho  
 Interpretation = Significant at 0.05 level of significance

Table 17 explains that among 17 teachers who have a good level of psychological well-being, 3 of them have very high commitment, 12 have high commitment, and 2 have



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moderate commitment. 30 teachers have fair psychological well-being regarding their level of commitment, 4 teachers are very high, 10 teachers are high, 15 are moderate, and 1 has low commitment. The result also came out that there is 1 teacher who has poor psychological well-being as well as low organizational commitment. Lastly, to complete the total number of respondents, One teacher with very poor psychological well-being possesses low organizational commitment. The result shows that the computed value is 33.83, and the probability value of 0.000096 is lower than the  $\alpha=0.05$ . In this case, the null hypothesis is rejected. It implies that there is a significant relationship between the level of psychological well-being and organizational commitment of teachers when taken as a whole. It proves that the higher level of psychological well-being the teacher has, the higher their organizational commitment in the institution.

The present result agreed with McInerney et al. (2014), who stressed that organizational commitment is an important predictor of teachers' psychological well-being. Specifically, normative commitment has an impact on their psychological well-being. Also, Merbaki et al. (2019) revealed a strong relationship between organizational commitment and psychological well-being at work among customs service employees, and the level of their psychological well-being predicted their organizational commitment. It suggests that teachers who have better psychological well-being feel that their school deserves their loyalty, and they owe a great deal to their schools and the teaching profession. Lastly, Garg and Rastogi (2009) showed a significant relationship between psychological well-being and organizational commitment. It indicated that positive experience in one domain of life will have a continuous effect on other aspects of life that lead to the person to positive psychological well-being.





## Psychological Well-Being and Performance

Table 18 shows the result if there is a significant relationship between psychological well-being and teachers' performance using the Chi-square test.

**Table 18**

*Relationship between Psychological Well-being and Performance*

| Psychological Well-being | Level of Performance       |                                  |                             |                                  |       |
|--------------------------|----------------------------|----------------------------------|-----------------------------|----------------------------------|-------|
|                          | Outstanding<br>(4.21-5.00) | Very Satisfactory<br>(3.41-4.20) | Satisfactory<br>(2.61-3.40) | Needs Improvement<br>(1.00-2.60) | Total |
| Very Good (4.21-5.00)    | 0                          | 0                                | 0                           | 0                                |       |
| Good (3.41-4.20)         | 14                         | 3                                | 0                           | 0                                | 17    |
| Fair (2.21-3.40)         | 18                         | 11                               | 1                           | 0                                | 30    |
| Poor (1.81-2.20)         | 1                          | 0                                | 0                           | 0                                | 1     |
| Very Poor (1.00-1.80)    | 0                          | 1                                | 0                           | 0                                | 1     |
| Total                    | 33                         | 15                               | 1                           | 0                                | 49    |

Computed value ( $\chi^2$ ) = 5.45  
 P-Value = 0.49  
 Decision = Accept  $H_0$   
 = Not significant at 0.05 level of  
 Interpretation significance

Table 18 reveals that out of 33 teachers who have outstanding performance, 14 of them have good psychological well-being, 18 have fair, and one has poor psychological well-being. Next, 15 teachers performed very satisfactorily; three had good psychological well-being, 11 were fair, and one was very poor. Only one teacher who has satisfactory performance has fair psychological well-being. The computed value of this relational study is 5.45, and the probability value of 0.49 is higher when compared to  $\alpha=0.05$ . Thus, the null





hypothesis is accepted. The result shows that there is no significant relationship between the level of psychological well-being and the performance of teachers. It proves that their performance cannot be affected regardless of whether the teacher possesses very good or very poor psychological well-being.

The current result contradicts the study of Wright and Cropanzano (2000) about psychological well-being and job satisfaction as predictors of job performance, which concluded that psychological well-being was related to job performance ratings of 47 employees of Northern California Country Agency. Also, it contradicts the study of Ganodice (2013), which stated that psychological well-being significantly predicted teachers' job performance among Filipino teachers.

### Organizational Commitment and Performance

Table 19 shows the significant relationship of organizational commitment and performance of teachers. The statistical tool that was used is Chi-squared test.

**Table 19**

*Relationship between Organizational Commitment and Performance*

| Commitment            | Level of Performance       |                                  |                             |                                  |       |
|-----------------------|----------------------------|----------------------------------|-----------------------------|----------------------------------|-------|
|                       | Outstanding<br>(4.21-5.00) | Very Satisfactory<br>(3.41-4.20) | Satisfactory<br>(2.61-3.40) | Needs Improvement<br>(1.00-2.60) | Total |
| Very High (4.21-5.00) | 0                          | 0                                | 0                           | 0                                | 0     |
| High (3.41-4.20)      | 18                         | 4                                | 0                           | 0                                | 22    |
| Moderate (2.21-3.40)  | 11                         | 6                                | 1                           | 0                                | 18    |
| Low (1.81-2.20)       | 0                          | 2                                | 0                           | 0                                | 2     |
| Very Low (1.00-1.80)  | 4                          | 3                                | 0                           | 0                                | 7     |
| Total                 | 33                         | 15                               | 1                           | 0                                | 49    |







|                             |   |
|-----------------------------|---|
| Computed value ( $\chi^2$ ) | = 8.61  |
| P-Value                     | = 0.20  |
| Decision                    | = Accept Ho                                     |
| Interpretation              | = Not significant at 0.05 level of significance |

Table 19 shows that out of 33 teachers who have outstanding performance, 18 have high commitment, 11 have moderate commitment, and four have very low commitment. Next, 15 teachers had very satisfactory performance: four had high commitment, six had moderate, two had low commitment, and three had very low commitment. Only one teacher who has satisfactory performance has moderate commitment. It also revealed that the probability value is 0.20. This showed that the value above is higher than the 0.05 significance level. Thus, the null hypothesis is accepted. This means that there is no significant relationship between the level of organizational commitment and the performance of teachers. Most teachers in a local college are highly committed, and 33 teachers have outstanding performance. Regardless of its majority, the statistical result showed that organizational commitment is not a determinant of their teaching performance. Thus, the level of organizational commitment of teachers cannot affect their teaching performance. Their performance cannot be influenced by how committed they are to the organization because it shows that some teachers who have very low organizational commitment demonstrate outstanding and very satisfactory performance.

This finding contradicts Amora (2016) and Laily and Wayhuni (2017), whose results revealed that teachers' organizational commitment affects their job performance among Filipino and Indonesian teachers. On the other hand, the study of Somers and Birnbaum (1998) tells that organizational commitment is unrelated to the job performance of employees.





## Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Most respondents are middle-aged, female, and married teachers. Most are master's degree holders and have part-time status in the local college. Lastly, half of the respondents have 1-10 years of teaching experience, and half have 11 years or more.
2. Teachers manifest a fair sense of psychological well-being when taken as a whole and in terms of the five subscales.
3. Regarding organizational commitment, teachers have high affective and normative and moderate continuance commitment. Overall, teachers are highly committed to the organization.
4. Teachers have overall outstanding performance for the second-semester academic year 2018-2019.
5. The psychological well-being of teachers does not differ from their demographic profile.
6. The organizational commitment of teachers does not differ in their demographic profile.
7. Psychological well-being and organizational commitment go together such that when teachers possess a high level of psychological well-being, it also manifests a high level of organizational commitment.
8. Performance, psychological well-being, and organizational commitment do not go together, so performance can go higher regardless of their psychological well-being and commitment.





## Recommendations

The following recommendations are made for the improvement in psychological well-being and to strengthen the organizational commitment of teachers as well as to the development of future studies in these areas:

1. The local college has many qualified teachers and should continue hiring industry teachers to deliver quality education. Furthermore, it is best to hire full-time teachers for them to continually express their commitment to the institution.
2. Teachers may engage in students' extra-curricular activities to balance their work, where they can enjoy such recreational activities and go beyond the four corners of the classroom. The school heads may create programs such as workshop-seminar, professional development, and general faculty meetings to nurture their skills, keep themselves updated, and improve their profession as teachers. In that way, teachers may strengthen their personal growth and maintain a positive psychological well-being for the workforce.
3. Continuous collaboration among administrators, college heads, and teachers is a way to foster good relationships and increase their organizational commitment. The HEI should provide teachers with a working environment that enhances and maintains their loyalty to the organization and the teaching profession. They may use the strength and assets of teachers toward the institution's goal to strengthen their organizational commitment.
4. The College Administrator may give recognition to teachers who have outstanding performance for a consecutive period. Program heads should also provide feedback to their respective teachers with regard to the results of their Teachers' Evaluation





answered by the students. This will help teachers to improve in some areas as well as fully maximize their strengths and minimize their weaknesses.

5. Teachers are encouraged to visit the guidance counselors in the school as a way of taking care of their psychological well-being. Guidance counselors can design programs to enhance psychological well-being at work, resolve conflict, and support teachers who are vulnerable through team building or administrative support. Symposiums on improving psychological well-being can be arranged at least every semester, and lastly, coaching teachers through challenging times, whether the source of the pressure is from work or external to the job.
6. Teachers may involve themselves in various activities arranged by the school. They showed a high level of affective and normative commitment, which means they are emotionally attached and loyal to the organization. HEI is suggested to empower the teachers and give enough benefits to them so to attract more professionals in different industries to teach and produce sustainable school improvement.
7. Since this study has proven that psychological well-being and organizational commitment are related, it is vital to raise awareness among teachers to have a high level of psychological well-being so that their commitment will be strengthened. Teachers are encouraged to share their positive insights so they may get involved and create positive relationships with others. It should be clearly defined to them the school goals, vision, and mission so that they will have clear direction and create quality teaching.
8. Experienced teachers can serve as mentors and guides for newly hired teachers. They can highlight the best practices in the local college so that teachers will perform excellently in the class. Teachers and heads should establish a healthy workforce to





create a high level of psychological well-being by building positive relationships and equal opportunity among them. In return, they will demonstrate outstanding performance through lesser absenteeism, student satisfaction, and learning objectives will be achieved.

9. It is further recommended that all data be collected in the same academic year since psychological well-being and commitment can be changed over time. Further studies should investigate the relationship between teachers' psychological well-being and organizational commitment to their performance as well as teachers' demographic characteristics.





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