



Effects of Achievement Motivation and Organizational Commitment on Teaching Effectiveness: A Descriptive-Correlational Study

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ABSTRACT

The purpose of the study was to determine how the public-school teachers' achievement motivation and organizational commitment influence their teaching effectiveness. Correlational method of research was conducted using validated adapted and modified questionnaire on the three variables. The extent of achievement motivation was measured in terms of the following indicators: need for academic success, need for vocational achievement, need for social achievement, and need for skill achievement; while the extent of organizational commitment was measured in terms of normative commitment, emotional commitment, and continuance commitment. In addition, the extent of teaching effectiveness was measured in terms of subject matter knowledge, instructional planning and strategy, assessment, learning environment, and effective communication. Descriptive statistics revealed that the public school teachers' achievement motivation, organizational commitment, and teaching effectiveness were manifested always. Moreover, results show that there is a significant moderate positive correlation between teachers' achievement motivation and teaching effectiveness. In the same manner, organizational commitment and teaching effectiveness have significant moderate positive correlation. In conclusion, teachers' achievement motivation and organizational commitment work in tandem with teaching effectiveness. When teachers are highly motivated and deeply committed to their school institutions, they tend to perform better across instructional domains. It is recommended that the Department of Education and school leaders may strengthen initiatives that foster teachers' achievement motivation and organizational commitment that may include professional development programs that support academic, social, and skill-based growth, such as mentoring systems, recognition schemes, and achievement-oriented workshops.

Keywords: *educational administration, achievement motivation, organizational commitment, teaching effectiveness, public school teachers, correlational research, Philippines*

1. Introduction

1.1 The Problem and Its Background

Teachers' achievement motivation and organizational commitment are crucial as these directly influence their teaching effectiveness that would also affect the achievement of the students and the overall quality of education. Teaching effectiveness is pivotal in shaping learners' academic success, fostering meaningful engagement, and ensuring that instructional goals translate into lasting understanding and positive life outcomes. However, Du Plessis et al. (2024) argue that teachers with low teaching effectiveness often diminish learner engagement, poor academic outcomes, and increased classroom management challenges, especially in diverse and resource-constrained settings. Inadequate pedagogical adaptability and context-awareness among teachers hinder their ability to respond effectively to evolving educational demands.

In Zimbabwe, several schools have faced significant challenges related to low teaching effectiveness. It was found that many teachers lacked diverse instructional strategies, relied heavily on limited materials like textbooks, and operated in harsh learning environments with low morale. These conditions contributed to persistently poor student performance. This underscores the urgent need for improved teaching effectiveness, teacher preparation, resource allocation, and supervisory support (Mupa and Chinooneka, 2015).

In Sultan Kudarat, Philippines, low teaching effectiveness is attributed to mismatch between teacher expertise and instructional demands. It was revealed that secondary teachers are frequently assigned to teach subjects outside their field of specialization due to staffing shortages and underload issues. This mismatch has led to reduced teacher confidence, compromised instructional quality, and challenges in lesson preparation. This highlights the urgent need for targeted support and strategic deployment of teachers in rural and underserved communities (Leonin, 2024).

In New Bataan, Davao de Oro, when teachers exhibit low levels of teaching effectiveness, students often experience reduced academic achievement, disengagement from learning, and weakened motivation. It can also lead to poor classroom management, increased behavioral issues, and a diminished

sense of self-efficacy among learners. Additionally, ineffective teaching hinders students' future opportunities by limiting their foundational skills and critical thinking development.

Considering these observations, the researcher believes that more research has to be done in order to look further into how achievement motivation and organizational commitment of teachers influence their teaching effectiveness in the local setting. This study shall fill the gap by focusing on achievement motivation and organizational commitment, and their impact on teaching effectiveness, especially in New Bataan in addition to the different challenges faced by schools within Davao de Oro. Thus, the researcher would like to embark on this endeavour.

1.2 Review of Related Literature and Studies

This section presents discussions on the concepts, ideas, principles, and viewpoints from several authors who have provided valuable contributions on teacher achievement motivation, organizational commitment, and teaching effectiveness. Discussions were taken from various books, journals, electronic information resources, and unpublished materials that are related to the study.

Teacher Achievement Motivation. Teacher achievement motivation plays a fundamental role in shaping the quality of education, which directly influences student performance, teacher effectiveness, and the overall school environment. Highly motivated teachers are more likely to engage in innovative teaching strategies, fostering a more interactive and enriching learning experience for students. When teachers exhibit strong achievement motivation, their students demonstrate higher levels of academic success and engagement (Nahid, et al., 2023).

Moreover, achievement motivation enhances job satisfaction, professional growth, and commitment to the roles of teachers. A motivated teacher is more likely to seek professional development opportunities, refine their teaching methodologies, and maintain resilience in the face of challenges. It was found that achievement motivation is directly linked to teachers' performance in the classroom that significantly affect their ability to implement effective teaching and learning processes (Padalia, & Nurochmah, 2021).

At the school community level, motivated teachers contribute to a positive and collaborative work culture. Their enthusiasm and commitment create an environment that supports student success, fosters teamwork among staff, and enhances the institution's reputation. A study found that achievement motivation not only influences teaching effectiveness but also has a cascading effect on the overall school climate, encouraging a culture of continuous improvement (Peng & Zhang, 2024).

Despite its significance, enhancing teacher achievement motivation presents several challenges. One major issue is inadequate support systems, including low salaries, limited professional development opportunities, and insufficient recognition of teachers' efforts. These factors can lead to burnout and decreased motivation, affecting both teacher performance and student outcomes (Jud, et al., 2023).

Another challenge is the lack of autonomy and excessive administrative burdens placed on teachers. When teachers are granted more control over their teaching methods and decision-making processes, their motivation and job satisfaction increase. However, rigid policies and an overemphasis on standardized testing often limit creative teaching approaches, reducing teacher motivation (Vu, et al., 2022).

Further, addressing these challenges requires a multi-faceted approach, including better compensation, continuous professional development, and a supportive work environment. Schools must prioritize teacher motivation as a key factor in educational success to ensure that teachers receive the necessary resources and recognition to remain motivated. By fostering a culture that values teacher achievement motivation, schools can enhance both teaching quality and student learning outcomes (Johansen, et al., 2023).

Teacher achievement motivation has four dimensions, namely, need for academic success, need for vocational achievement, need for social achievement, and need for skill achievement (Shah, 1986). The need for academic success is a fundamental indicator of achievement motivation among teachers, which influences their commitment to professional growth and instructional effectiveness. Teachers with a strong desire for academic success are driven by intrinsic and extrinsic motivations to improve their pedagogical skills, enhance student learning outcomes, and contribute to educational excellence. It was found that teachers' motivation directly impacts student performance, as motivated educators create engaging learning environments that foster academic achievement (Nahid, et al., 2023).

Furthermore, the need for academic success encourages teachers to pursue continuous professional development and adopt innovative teaching strategies. Teachers with high achievement motivation actively seek opportunities for learning, collaborate with peers, and reflect on their teaching practices to enhance student engagement and performance. This motivation fosters a culture of excellence within schools, leading to improved instructional quality and student success (Limeri, et al., 2020).

However, achieving academic success requires supportive institutional policies that recognize and reinforce teachers' efforts. Challenges such as lack of resources, administrative constraints, and excessive workload can hinder teachers' ability to maintain high achievement motivation. Addressing these barriers through professional support, incentives, and a positive school climate can sustain teachers' commitment to academic success and drive overall educational improvement (Alzukari, 2024).

The need for vocational achievement is a crucial dimension of achievement motivation among teachers, which reflects their drive to excel in their professional roles and contribute to educational success. Teachers with a strong vocational achievement orientation are committed to continuous learning, skill enhancement, and professional excellence, leading to improved teaching quality and student outcomes. It is said that teachers' competencies and motivation significantly impact students' academic performance, particularly in vocational education settings (Istiqomah, et al., 2019).

Moreover, teachers with a high need for vocational achievement tends to set challenging goals, seek innovative instructional strategies, and engage in lifelong learning. This motivation aligns with transformational leadership, where teachers inspire and mentor students beyond traditional classroom instruction. More so, achievement-oriented teachers are more likely to adopt leadership roles, which contributes to school improvement and student career readiness. Their dedication enhances the overall school climate and professional development culture (Madjid & Samsudin, 2021). However, achieving vocational excellence requires institutional support, including professional training, recognition, and career advancement opportunities. Without these, teachers may experience stagnation that leads to lower job satisfaction and reduced motivation. Addressing this issue through policy reforms and incentive structures can foster a culture of achievement and ensure that teachers remain committed to professional growth and student success (Witte, et al., 2024).

The Need for Social Achievement is a key dimension of achievement motivation in teachers, which reflects their desire to build meaningful relationships and positively influence students, colleagues, and the broader school community. Teachers with a high need for social achievement are driven by the fulfillment they gain from fostering student success and contributing to a collaborative learning environment. It was indicated that teachers' motivation significantly affects their self-efficacy and enthusiasm for teaching, which in turn enhances student engagement and achievement (Lazarides & Schiefele, 2024).

Moreover, socially motivated teachers tend to engage in mentorship, teamwork, and leadership roles, strengthening the overall school culture. Their motivation extends beyond personal success to the collective growth of their peers and students. Achievement motivation in teachers is closely linked to their performance in implementing teaching and learning processes, demonstrating that socially driven teachers create more inclusive and effective classrooms (Padalia & Nurochmah, 2021).

To sustain high levels of social achievement motivation, school leaders must foster supportive environments that encourage collaboration, professional recognition, and continuous development. Without such support, teachers may struggle with motivation, affecting their willingness to engage in social and instructional leadership roles. More so, social achievement motivation directly predicts teachers' ability to implement effective educational practices, which underscores its critical role in professional success (Peng & Zhang, 2024).

The need for skill achievement is a crucial dimension of achievement motivation in teachers, which reflects their drive to continuously improve their pedagogical and professional competencies. Teachers with a high need for skill achievement seek opportunities for professional development, mastery of instructional strategies, and the effective integration of new teaching methodologies. It was found that achievement motivation strongly predicts a teacher's ability to implement effective educational practices, which ultimately improves student outcomes (Peng & Zhang, 2024).

Several studies found that teachers with high achievement motivation exhibited stronger organizational commitment. This heightened commitment subsequently led to improved teaching performance which highlights the direct correlation between a teacher's drive for success and their dedication to their school institution (George, 2021).

In addition, teachers who prioritize skill achievement are more likely to engage in lifelong learning and adapt to educational advancements, such as technology-enhanced instruction and differentiated teaching methods. Since teacher motivation is directly linked to student success, it demonstrates that motivated teachers positively influence learners' academic performance through skillful teaching approaches. This drive for skill development fosters innovation and instructional excellence, making teachers more effective in addressing diverse classroom needs (Nahid, et al., 2023).

To cultivate a strong need for skill achievement, schools must provide ongoing training, mentorship, and recognition programs that encourage professional growth. Without these opportunities, teachers may experience stagnation, reducing their enthusiasm for teaching and limiting their instructional effectiveness. In general, achievement motivation enhances leadership skills, enabling teachers to inspire students and colleagues while fostering an environment of continuous learning (Wiyono & Wu, 2022).

Apparently, achievement motivation intrinsically drives teachers to attain success and excel in tasks. Teachers with high achievement motivation are committed to delivering quality education and fostering student growth. This internal drive influences their teaching methods, engagement with students, and overall performance in the classroom (Xu & Pang, 2024).

Organizational Commitment of Teachers. The organizational commitment of teachers is a crucial factor in ensuring high-quality education, as it directly affects teachers' dedication, motivation, and overall effectiveness in the classroom. Teachers with strong organizational commitment are more likely to engage in meaningful instructional practices, creating a positive impact on student learning and academic achievement. A committed teacher plays a vital role in fostering student success, as their enthusiasm and dedication translate into better student engagement and motivation (QiaLian, et al., 2024).

In addition, organizational commitment enhances job satisfaction, professional identity, and long-term career fulfillment. When educators feel a strong connection to their school institution, they are more inclined to seek growth opportunities, collaborate with colleagues, and contribute to the school's mission. It was found that teachers' commitment is significantly linked to leadership styles, work environment, and autonomy, all of which influence their sense of belonging and motivation (Alzoraiki, et al., 2023).

Further, when teachers have high organizational commitment, it fosters a positive and collaborative culture, reducing turnover rates and improving institutional stability. When teachers are committed to their organization, they contribute to a supportive atmosphere that benefits both school personnel and students. Also, school climate and leadership styles play a mediating role in strengthening teachers' organizational commitment, which highlights the importance of fostering a nurturing work environment (Gonzales & Dioso, 2024).

Despite its benefits, several challenges hinder the enhancement of teachers' organizational commitment. A major issue is the lack of adequate professional support, including limited career advancement opportunities, insufficient recognition, and workplace stress. These factors can lead to dissatisfaction and decreased commitment, affecting teachers' willingness to remain engaged in their roles (Xu & Pang, 2024).

Another critical challenge is the lack of autonomy and decision-making power in educational settings. If teachers feel restricted by rigid administrative policies and excessive bureaucratic tasks, their sense of ownership and commitment decline. Allowing teachers greater involvement in decision-making and curriculum planning has been identified as a key factor in strengthening their organizational commitment (Ahakwa, 2024).

To address these challenges, schools must implement strategies that promote teacher engagement and retention. Providing leadership development programs, improving working conditions, and recognizing teacher contributions can significantly enhance organizational commitment. School leaders should prioritize creating a supportive and motivating work environment to ensure that teachers feel valued and empowered to contribute meaningfully to their school institutions (Perez, et al., 2023).

In addition, teachers' sense of duty and responsibility plays a vital role in fostering student success and institutional effectiveness. Teachers' commitment significantly influences students' academic performance, motivation, and engagement. When teachers believe they owe their dedication to their school due to received support, mentorship, or career development opportunities, they tend to exert extra effort in their roles, promoting a positive learning environment (Cabanilla, et al., 2024).

To enhance normative commitment, school leaders must invest in teachers' professional growth, recognize their contributions, and nurture a supportive culture. Affective and normative commitments have been shown to coexist, reinforcing teachers' long-term dedication to their roles. Strengthening this commitment ensures higher retention rates, job satisfaction, and a more motivated teaching workforce, ultimately benefiting students and the broader educational system (Elyashiv & Gal, 2021).

Emotional Commitment is a significant dimension of organizational commitment, which reflects teachers' deep emotional attachment to their schools and professional roles. This commitment arises from positive workplace relationships, shared values, and personal investment in student success. Teachers with high emotional commitment tend to exhibit greater job satisfaction, resilience, and willingness to go beyond basic responsibilities, contributing to a supportive and engaging school environment (Li, et al., 2024).

Studies show that teachers' emotional intelligence strongly influences their emotional commitment, as it helps them manage stress, build meaningful relationships, and remain motivated. It was found that emotionally committed teachers experience lower job burnout and demonstrate higher levels of professional dedication. This form of commitment is particularly important in shaping student engagement, as emotionally invested teachers foster a nurturing and inclusive learning atmosphere (Li, et al., 2024).

Further, to strengthen emotional commitment, school leaders should prioritize teacher well-being, encourage collaborative work cultures, and offer opportunities for personal and professional growth. Psychological factors such as meaning at work and job satisfaction play a crucial role in sustaining teachers' emotional attachment to their schools. By fostering a positive and emotionally supportive environment, educational institutions can enhance teachers' commitment and improve both teaching effectiveness and student outcomes (Suyatno, et al., 2022).

Continuance Commitment refers to a teacher's commitment to staying in their organization due to perceived costs associated with leaving. This form of commitment is influenced by factors such as job security, financial stability, and lack of alternative employment opportunities. Teachers with high continuance commitment may remain in their roles not necessarily because of passion or loyalty but due to economic necessity or career investment (Lobrigo, et al., 2023).

While continuance commitment ensures workforce stability, it may not always translate to high job satisfaction or motivation. Teachers who stay in school organization primarily due to external constraints may experience lower engagement and reduced effectiveness in the classroom. However, providing professional development opportunities, career growth pathways, and better workplace conditions can transform continuance commitment into a more positive experience, which will help teachers feel valued despite external constraints (Del Carmen Martínez Serna & Eduardo Vega Martínez, 2023).

Furthermore, school leaders must recognize that high continuance commitment without corresponding job satisfaction can impact teacher performance and student learning outcomes. To address this, schools should focus on retention strategies that go beyond financial incentives, such as fostering a supportive work environment and enhancing intrinsic motivation. By balancing economic security with meaningful professional engagement, schools can improve teachers' overall organizational commitment and effectiveness (Bading, 2022).

More so, organizational commitment encompasses a teacher's psychological attachment to their school institution, which reflects their dedication and loyalty. Teachers with high achievement motivation often exhibit stronger organizational commitment, as their personal goals align with the school's objectives. This alignment fosters a sense of belonging and responsibility, which motivates teachers to contribute positively to the school's success (Mo & Morris, 2024).

The relationship between achievement motivation and organizational commitment is influenced by factors such as job crafting and professional identity. Job crafting involves teachers proactively modifying their tasks to enhance job satisfaction and performance. It was found that job crafting mediates the relationship between achievement motivation and organizational commitment, suggesting that motivated teachers who engage in job crafting are more committed to their schools (Xie, 2022).

In addition, professional identity, or a teacher's self-concept based on their professional role, also plays a mediating role. Teachers with a strong professional identity are more likely to engage deeply in their work, enhancing their commitment to the organization. This identity strengthens the link between achievement motivation and organizational commitment (Li & Xue, 2023).

Additionally, school leadership and the work environment significantly impact the relationship between achievement motivation and organizational commitment. Authentic leadership practices, characterized by transparency and ethical behavior, positively affect teachers' commitment. It was disclosed that principals' authentic leadership directly enhances teachers' motivation and organizational commitment. Additionally, a supportive work environment that encourages teacher autonomy and collaboration fosters higher achievement motivation and organizational commitment (Xu & Pang, 2024).

In addition, teachers' organizational commitment, influenced by their achievement motivation, directly affects student outcomes. Committed teachers are more engaged and effective, leading to improved student achievement. Teachers' job satisfaction and commitment are associated with better student performance, which emphasizes the importance of fostering these qualities in teachers (Hoque, et al., 2023).

In general, achievement motivation is a critical factor influencing teachers' organizational commitment. By understanding and enhancing this motivation, along with considering mediating factors like job crafting and professional identity, schools can foster a committed teaching workforce. Supportive leadership and a positive work environment further strengthen this relationship, which ultimately benefits student learning and overall school effectiveness (Ma, 2022).

Teaching Effectiveness. Teaching effectiveness refers to the ability of teachers to positively impact student learning and achievement. It encompasses various dimensions, including instructional quality, classroom management, and the ability to foster a supportive learning environment (Burroughs, et al., 2019). Effective teachers are those who can adapt their teaching strategies to meet the diverse needs of their students and promote significant academic progress (Pon & D'Aoust, 2025).

The importance of teaching effectiveness lies in its direct correlation with student outcomes. It has consistently shown that effective teaching is one of the most critical factors influencing student success. As education systems worldwide strive to improve student performance, understanding and enhancing teacher effectiveness has become a central focus (Pon & D'Aoust, 2025).

Moreover, the importance of teaching effectiveness cannot be overstated. Effective teachers not only improve academic achievement but also contribute to the overall development of students, including their social and emotional well-being (Darling-Hammond, et al., 2017). By fostering a positive and engaging learning environment, effective teachers help students develop critical thinking skills, resilience, and a love for learning (Pon & D'Aoust, 2025).

Further, continuous professional development is essential for maintaining and enhancing teacher effectiveness. Programs that are sustained, collaborative, and context-specific have been shown to significantly improve teaching practices and student outcomes. Effective professional development helps teachers stay updated with the latest educational research and pedagogical techniques (Dheeraj & Kumari, 2024).

In addition, teaching effectiveness is undoubtedly significant in achieving educational goals. Investments in teacher training, support systems, and evaluation frameworks are crucial for ensuring that teachers can perform at their best. Educational policies that prioritize teacher effectiveness contribute to the overall quality of education and long-term societal benefits (Flores & Shuls, 2024).

Furthermore, teaching effectiveness has a profound impact on teachers themselves. Effective teachers experience higher job satisfaction and professional fulfillment. They are more likely to remain in the profession, reducing turnover rates and ensuring continuity in the educational system (Burroughs, et al., 2019). More so, the impact of teaching effectiveness on learners is substantial. Students taught by effective teachers demonstrate higher academic performance, greater engagement, and improved attitudes towards learning. Effective teachers also play a crucial role in identifying and addressing individual student needs, thereby promoting equity in education (Pon & D'Aoust, 2025).

At the systemic level, teaching effectiveness contributes to the overall quality of education. Schools with a higher proportion of effective teachers tend to have better student outcomes and a positive school culture. This, in turn, enhances the reputation of the educational institution and attracts more resources and support (Darling-Hammond, et al., 2017).

In addition, the long-term benefits of teaching effectiveness extend beyond immediate academic achievements. Students who have been taught by effective teachers are more likely to pursue higher education, secure better employment opportunities, and contribute positively to society. This underscores the critical role of teacher effectiveness in shaping future generations (Dheeraj & Kumari, 2024).

Moreover, several factors contribute to teacher effectiveness. Professional development is a key factor, as it equips teachers with the skills and knowledge needed to improve their practice. Supportive school leadership and a positive school culture also play crucial roles in fostering teacher effectiveness (Burroughs, et al., 2019). Also, the use of effective instructional strategies, such as differentiated instruction and formative assessment, significantly enhances teacher effectiveness. Teachers who can adapt their teaching methods to meet the diverse needs of their students are more likely to achieve positive outcomes (Pon & D'Aoust, 2025).

Furthermore, teacher well-being is another critical factor. Teachers who experience high levels of job satisfaction and well-being are more effective in their roles. Addressing issues such as workload, stress, and work-life balance is essential for maintaining teacher effectiveness (Darling-Hammond, et al., 2017).

On the other hand, despite the importance of teacher effectiveness, several factors can hinder it. Inadequate professional development, lack of resources, and unsupportive school environments are significant barriers. Additionally, high levels of job-related stress and burnout can negatively impact teacher effectiveness (Dheeraj & Kumari, 2024).

Effective educational policies and support systems are essential for overcoming these barriers. Providing teachers with access to high-quality professional development, adequate resources, and a supportive work environment can significantly enhance their effectiveness. Policymakers and educational leaders must prioritize these areas to ensure that teachers can perform at their best (Flores & Shuls, 2024).

In this study, teaching effectiveness has five dimensions: subject matter knowledge, instructional planning and strategy, assessment, learning environment, and effective communication (Akram, 2018). Subject matter knowledge is a foundational component of teaching effectiveness, as it equips teachers with the depth of understanding necessary to present content accurately, respond to student inquiries, and adapt instruction to diverse learning needs. According to Vollmer and Klette (2023), effective teaching requires not only mastery of content but also the ability to integrate this knowledge with pedagogical strategies, a concept encapsulated in Pedagogical Content Knowledge (PCK), which enhances both instructional quality and student comprehension. This integration allows teachers to make informed decisions about how to sequence lessons, address misconceptions, and connect new information to students' prior knowledge.

In addition, subject matter expertise significantly influences student achievement, particularly in content-heavy disciplines such as mathematics and science. Burroughs et al. (2019) found that teachers with strong professional knowledge—including subject matter, curricular, and pedagogical knowledge—are more likely to foster higher academic outcomes, as they can provide richer learning experiences and more effective scaffolding. This highlights the importance of continuous professional development and advanced academic preparation in enhancing teaching effectiveness.

Moreover, subject matter knowledge contributes to a teacher's confidence and classroom authority, which in turn affects classroom management and student engagement. Teachers who possess deep content knowledge are better positioned to create intellectually stimulating environments, pose challenging questions, and encourage critical thinking, all of which are essential for meaningful learning. This aligns with the broader educational goal of developing learners who are not only knowledgeable but also capable of applying their understanding in real-world contexts (Yildiz Durak, et al., 2023).

Further, the evolving nature of knowledge in various disciplines necessitates that teachers remain lifelong learners to maintain their effectiveness. As Vollmer and Klette (2023) argue, subject-didactic knowledge must be continuously updated through reflective practice, research engagement, and collaboration with peers to remain relevant and impactful. Therefore, educational institutions should prioritize subject-specific training and support systems that enable teachers to deepen their expertise and adapt to curricular changes and student needs.

On the other hand, instructional planning and strategy are essential components of teaching effectiveness, as they provide the framework for delivering content in a structured, engaging, and goal-oriented manner. Effective instructional planning involves setting clear learning objectives, selecting appropriate teaching methods, and organizing content in a logical sequence that supports student understanding. According to Mahdi (2023), strategic planning in instruction enhances communication between teachers and students, ensuring that learning goals are clearly conveyed and that instructional time is used efficiently. This clarity and structure help students stay focused and motivated, contributing to better academic outcomes.

Strategic instructional approaches also allow teachers to adapt to diverse learning needs and styles, making learning more inclusive and effective. Differentiated instruction, for example, enables educators to modify content, process, and product based on students' readiness levels, interests, and learning profiles. Effective communication strategies, which are integral to instructional planning, help teachers foster a more interactive and student-centered learning environment. These strategies include using varied instructional media, incorporating student feedback, and adjusting pacing to ensure all learners are supported (Asriadi, et al., 2023).

Moreover, instructional strategies that incorporate active learning techniques—such as collaborative projects, problem-solving tasks, and inquiry-based learning—have been shown to significantly enhance student engagement and critical thinking. Research by Mohammed et al. (2025) highlights how the integration of adaptive learning technologies and personalized instruction strategies can further improve teaching effectiveness by catering to individual learning paths. These innovations not only support differentiated instruction but also provide real-time data that teachers can use to refine their planning and instructional methods.

Further, the continuous refinement of instructional strategies through reflective practice and data-driven decision-making is key to sustained teaching effectiveness. Teachers who regularly assess the impact of their instructional plans and strategies are better equipped to make informed adjustments that enhance student learning. As Mahdi (2023) notes, effective instructional planning is not static but evolves with student needs, technological advancements, and pedagogical research. Therefore, professional development and collaborative planning are crucial in equipping teachers with the tools and insights needed to maintain high levels of instructional quality.

Furthermore, assessment is a vital indicator of teaching effectiveness, as it provides the data necessary to evaluate student learning, guide instructional decisions, and improve educational outcomes. Effective assessment practices—particularly formative assessments—enable teachers to monitor student progress in real time and adjust their teaching strategies accordingly. Maskos, et al., (2025) highlight that formative assessment significantly contributes to student learning, especially when implemented consistently and aligned with specific learning goals. This approach not only supports academic achievement but also fosters a more responsive and adaptive classroom environment.

Formative assessment strategies, such as peer assessment, self-assessment, and feedback loops, empower students to take an active role in their learning. These strategies promote metacognition and self-regulation, which are essential for long-term academic success. It was found that formative assessments are particularly effective for students from lower socioeconomic backgrounds and those performing at lower academic levels, suggesting their potential to reduce educational disparities. This underscores the importance of integrating assessment into daily instruction rather than treating it as a separate or summative event (Yang & Xia, 2023).

Moreover, the use of technology in assessment has opened new avenues for enhancing teaching effectiveness. Computer-based assessments and interactive learning environments allow for immediate feedback and more personalized learning experiences. Maskos et al. (2025) noted that such digital tools show particular promise in mathematics education, where timely feedback and adaptive learning paths can significantly improve student outcomes. These innovations also provide teachers with rich data to inform instructional planning and identify areas where students may need additional support.

Additionally, assessment should be viewed as a continuous and reflective process that informs both teaching and learning. Teachers who engage in regular analysis of assessment data are better equipped to identify trends, address learning gaps, and refine their instructional strategies. The effectiveness of assessment depends on its alignment with instructional goals, the clarity of learning intentions, and the consistency of implementation. Hence, professional development in assessment literacy is essential for teachers to maximize the impact of their assessment practices on student learning (Goldman, Moed, & McMahon, 2024).

As one of the dimensions of teaching effectiveness, the learning environment is a crucial, as it directly influences student engagement, motivation, and academic performance. A positive learning environment is characterized by mutual respect, psychological safety, and inclusivity, which together foster a space where students feel valued and supported. According to Mahdi (2023), effective communication between teachers and students plays a central role in shaping such environments, as it encourages active participation and reduces barriers to learning. When students perceive their classroom as safe and supportive, they are more likely to take intellectual risks and engage deeply with the content.

Creating a conducive learning environment also involves the strategic use of classroom management techniques and the physical arrangement of the learning space. Teachers who establish clear expectations, maintain consistent routines, and use proactive behavior management strategies contribute to a stable and productive classroom climate. Systematic communication and time management are essential in maintaining order and maximizing instructional time. These elements help minimize disruptions and ensure that students remain focused on learning tasks, thereby enhancing overall teaching effectiveness (Mahdi, 2023).

In addition to behavioral and structural components, the emotional and social dimensions of the learning environment are equally important. A classroom that promotes collaboration, empathy, and respect among peers supports the development of social-emotional skills and a sense of belonging. When students feel emotionally connected to their learning environment, their academic outcomes improve significantly. Teachers who use inclusive communication strategies and encourage student voice contribute to a more equitable and engaging educational experience (Gao, et al., 2023).

More so, the integration of digital tools and flexible learning spaces can further enhance the learning environment by accommodating diverse learning preferences and promoting autonomy. As education continues to evolve in response to technological advancements, teachers must adapt their environments to support blended and personalized learning models. The importance of selecting appropriate communication media and adapting to new platforms to maintain effective interaction in both physical and virtual classrooms. By continuously reflecting on and improving the learning environment, teachers can ensure that it remains responsive to student needs and conducive to high-quality instruction (Bhat, 2023).

Furthermore, effective communication is a cornerstone of teaching effectiveness, as it facilitates the clear transmission of knowledge, fosters student engagement, and builds a positive classroom climate. Teachers who communicate clearly and purposefully are better able to articulate learning objectives, explain complex concepts, and provide constructive feedback. Effective communication in education involves systematic planning, clarity in message delivery, and the use of appropriate communication media to ensure that students understand and retain instructional content. This clarity not only enhances comprehension but also reduces confusion and increases student confidence in the learning process.

Beyond content delivery, effective communication also plays a critical role in classroom management and student motivation. Teachers who establish open lines of communication create an environment where students feel safe to express their ideas, ask questions, and seek help. Communication strategies such as pre-communication planning, interactive questioning, and timely feedback contribute to a more inclusive and student-centered learning environment. These practices help build trust and rapport, which are essential for maintaining student engagement and promoting a collaborative classroom culture (Gao, et al., 2024).

Moreover, communication is not limited to verbal exchanges; it also includes non-verbal cues, digital interactions, and the strategic use of instructional media. In today's technology-enhanced classrooms, teachers must be adept at using digital platforms to communicate effectively with students, especially in blended or remote learning settings. Importance of selecting appropriate communication tools and adapting to students' technological preferences to maintain effective interaction and support learning continuity. This adaptability ensures that communication remains effective across various instructional contexts (Navarrete, et al., 2025).

Further, professional development in communication strategies is essential for teachers to continuously refine their practice and respond to the evolving needs of learners. As educational environments become more diverse and dynamic, teachers must be equipped with the skills to communicate across cultural, linguistic, and generational boundaries. Mahdi (2023) concludes that effective communication is not only a skill but a strategic component of instructional planning that directly impacts student learning outcomes and overall teaching effectiveness. Therefore, investing in communication training is a critical step toward enhancing educational quality.

1.3 Theoretical Framework

This study is anchored on the Expectancy Theory of Vroom (1964) which posits that individuals who are motivated and committed to act based on the expected outcomes of their actions, are highly effective to their organizations. Central to Expectancy Theory are three components: expectancy, instrumentality, and valence. Expectancy refers to the belief that one's effort will lead to desired performance; instrumentality is the belief that this performance will lead to specific outcomes; and valence pertains to the value an individual places on these outcomes. Collectively, these components determine the motivational force driving an individual's behavior to be motivated, committed, and effective within an organization.

More so, Expectancy Theory elucidates the cognitive processes individuals undergo when making choices among different behaviors. Expectancy involves assessing the likelihood that increased effort and achievement motivation will enhance performance and organizational commitment, which in turn enhances employee's effectiveness, as influenced by factors such as self-efficacy and goal difficulty. Instrumentality examines the perceived correlation between performance and the attainment of desired outcomes, often shaped by organizational commitment, policies and trust in leadership. Valence addresses the subjective value individuals assign to potential rewards, which can vary based on personal needs, goals, and values. The interplay of these elements suggests that organizational commitment and achievement motivation are functions of the perceived probabilities of effort leading to effectiveness. Figure 1 shows the interplay of the three major variables of the study.

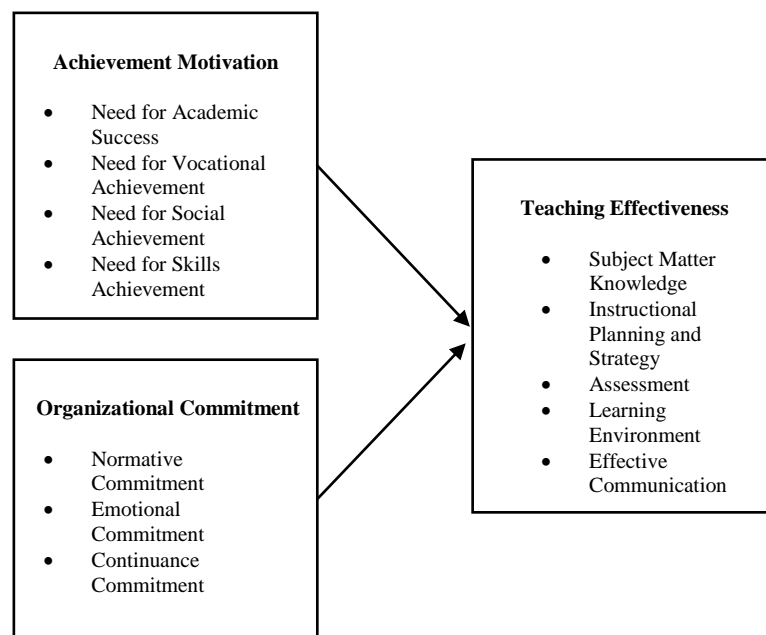


Figure 1. The Conceptual Framework

1.4 Statement of the Problem

The study aims to investigate the effects of achievement motivation and organizational commitment on the teachers' effectiveness in public elementary schools of New Bataan for school year 2025-2026. Specifically, this study seeks to address the following questions:

1. What is the level of achievement motivation of teachers in terms of:
 - a. Need for Academic Success
 - b. Need for Vocational Achievement
 - c. Need for Social Achievement, and
 - d. Need for Skill Achievement?
2. What is the level of organizational commitment of teachers in terms of:
 - a. Normative Commitment,
 - b. Emotional Commitment, and
 - c. Continuance Commitment?
3. What is the level of teaching effectiveness in terms of:

- a. Subject Matter Knowledge
- b. Instructional Planning and Strategy
- c. Assessment
- d. Learning Environment, and
- e. Effective Communication?

4. Is there a significant relationship between achievement motivation of teachers and teachers' effectiveness?
5. Is there a significant relationship between organizational commitment and teachers' effectiveness?
6. What dimensions of achievement motivation influence teaching effectiveness?
7. What dimensions of organizational commitment influence teaching effectiveness?

1.5 Null Hypotheses

The following hypotheses will be tested at the 0.05 level of significance:

HO₁. There is no significant relationship between achievement motivation and teaching effectiveness.

HO₂ There is no significant relationship between organizational commitment and teaching effectiveness.

HO₃ There is no dimension of achievement motivation that influence teaching effectiveness.

HO₄ There is no dimension of organizational commitment that influence teaching effectiveness.

1.6 Scope and Delimitations of the Study

This descriptive-correlational study seeks to determine the effects of achievement motivation and organizational commitment on the teaching effectiveness in the selected public elementary schools in New Bataan District, Davao de Oro for school year 2025-2026- Andap Elementary School, Bantacan Elementary School, Batinao Elementary School, Cabinuangan Central Elementary School, Camanlangan Elementary School, Magsaysay Elementary School, Panag Elementary School and San Roque Elementary School. The respondents of the study are the 142 public elementary school teachers of New Bataan District. The results apply specifically to these schools and cannot be generalized to other schools or locations. It specifically analyzes three variables: achievement motivation, organizational commitment, and teachers' effectiveness within the context of the schools of New Bataan District only. The data will be collected through the use of adapted survey questionnaire.

1.7 Significance of the Study

The results of this study would benefit the following individuals:

Learners. The results of this study are beneficial to the learners since teachers with high achievement motivation and strong organizational commitment are more likely to engage in effective teaching practices and foster a positive learning environment. This commitment directly correlates with improved student performance. More so, motivated teachers tend to adopt innovative teaching methods which will enhance student engagement and learning outcomes.

Teachers. The results of this study provide valuable insights for teachers as this study highlights that a strong sense of achievement motivation coupled with organizational commitment leads to higher job satisfaction and professional growth. This combination reduces burnout and turnover rates, which foster a stable teaching workforce. Also, achievement motivation is a significant factor influencing teachers' career choices and their sustained commitment to the profession.

School Heads. The results of this study could help school heads since they can benefit from having a team of motivated and committed teachers, as it leads to a collaborative and productive school culture.

DepEd Officials. The results of this study could provide valuable insights for officials and policymakers in the Department of Education (DepEd) in understanding the dynamics between teacher motivation and organizational commitment which is essential for policy formulation and implementation. Policies that promote teacher motivation can lead to improved educational outcomes.

Community Stakeholders. The results of this study would be beneficial to community stakeholders since motivated and committed teachers engage with the community and contribute to student success. A strong school-community relationship fosters trust and collaboration, leading to a supportive environment for students.

Future Researchers. This study serves as a reference for future researchers exploring teacher achievement motivation and organizational commitment. It provides a foundation for further investigations into how achievement motivation influences organizational commitment, paving the way for new perspectives and recommendations for educational improvement.

1.8 Definition of Terms

To establish a common frame of references, the following terminologies are defined operationally:

Achievement Motivation. This refers to the drive and commitment of teachers to set and accomplish professional goals, enhance student learning outcomes, and continuously improve their teaching effectiveness.

Teachers' Effectiveness. This refers to the effective performance of the teachers which yields better performance of the students.

Organizational Commitment. This refers to teachers' dedication and loyalty to their school institution, reflected in their willingness to contribute to its success and remain part of it.

2. Methods

2.1 Research Design

This study will employ a descriptive-correlational research design to determine the effects of achievement motivation and organizational commitment of teachers on their effectiveness. A descriptive correlational study is a study in which researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection (Creswell, 2018). This design is suitable as it enables to determine the effects of achievement motivation and organizational commitment on teaching effectiveness, aligning with the research objectives and hypothesis. Moreover, the variables involved in the study will not be manipulated by the researcher but will be studied as they exist. The researcher will make use of data that are numeric and quantifiable and does not rely on either manipulation of variables or random assignment of subjects to groups (Belli, 2008).

2.2 Research Locale

The study will be conducted in the eight selected elementary schools of New Bataan District, Davao de Oro Division, under DepEd Region XI, Philippines. These schools will be chosen based on factors such as accessibility, diverse demographic characteristics, and their willingness to participate. This setting is important as it represents a range of aspects of achievement motivation, organizational commitment and teachers' effectiveness. The selected schools will offer valuable insights into achievement motivation and organizational commitment. Specifically, the study will be conducted in Andap ES, Bantacan ES, Batinao ES, Cabinuangan CES, Camanlangan ES, Magsaysay ES, Panag ES, and San Roque ES.

2.3 Research Respondents

The respondents of this study will be the 142 public elementary teachers coming from the eight public elementary schools in New Bataan District, Davao de Oro Division for the school year 2025-2026. The respondents who will be included in the study are teachers who are at least five years in service and who are from schools that have at least seven teachers. Teachers who served the school for four years and below and those who are assigned in schools with six teachers or less below are excluded from the study. The researcher employed a universal random sampling method in the selection of the respondents per school. The total number of respondents involved in the study is 142 public elementary school teachers who are teaching the eight schools of New Bataan District, Davao de Oro Division.

2.4 Research Instruments

The primary data collection tool for this study will be an adapted questionnaire, utilizing a four-point Likert scale to determine the effects of achievement motivation and organizational commitment on the effectiveness of the teachers. Likert scales, typically ranging from 1 (strongly disagree) to 4 (Very High), is widely used in social science research due to their effectiveness in capturing the intensity of respondents' attitudes and behaviors. Moreover, this study will utilize two sets of modified research questionnaires. The first set of questionnaires that will be used is the modified Achievement Motivation Scale from Dr. Arulsamy Assistant Professor of Education, Bharathiar University Coimbatore and Dr. Rajagopalan, Shanlax International Journals, Madurai No. Achievement Motivation Questionnaire. While the questionnaire on the organizational commitment of teachers were taken from Abd-Alazim, Looti, and Mubdir. Psychometric Properties of the Arabic version of Organizational Commitment.

Moreover, the research instruments will be modified to contextualize in the local setting and question items will be simplified for the understanding of the respondents. In a desire to check the appropriateness of the items and its contents, and to ensure the validity and reliability, the modified survey questionnaires will be presented to the group of experts for validation. A panel of experts will review the items to assess their relevance and alignment with the research objectives. Based on their feedback, revisions will be made to ensure clarity and appropriateness where their comments will be properly taken and incorporated. Also, a pilot test will be conducted to 20 respondents, with a small group of respondents, and the reliability will be conducted through test and retest method.

2.5 Data Collection Procedure

The data collection process will follow several phases as follows:

Seeking Permission to Conduct the Study. Prior to data collection, formal permission will be sought to conduct the study. I will first secure approval from the School's Ethics Review Committee and the Dean of the Graduate School by submitting the required documents. Ethical considerations will be upheld in the conduct of the study by seeking informed consent from all respondents and ensuring anonymity and confidentiality. This will be materialized through submitting a copy of the manuscript, survey questionnaires, and other pertinent documents to the Assumption College of Nabunturan – Ethics Review Committee (ACN-ERC) for review and approval. After receiving the ethical clearance, the researcher will send letters asking permission to conduct the study to the Schools Division Superintendent of Davao de Oro Division and the District Supervisor of New Bataan District, as these authorizations are essential to ensuring proper data collection procedures. More so, a letter of request will be handed down to the concerned school heads and teachers of the identified eight participating schools for formal consent. Upon receiving the confirmation from the authorities, the researcher will immediately administer the questionnaire to the identified respondents.

Administering the Questionnaire. Upon receiving approval, questionnaires will be distributed to identified teacher-respondents. The researcher will personally explain the purpose of the study and seek their consent through an Informed Consent Form to confirm their willingness to participate. Instructions on completing the questionnaire will be provided, emphasizing confidentiality and voluntary participation. Respondents will be given a week to complete and return the survey questionnaires.

Data Gathering. The questionnaires will be collected and checked for completeness. Follow-ups will be conducted as necessary to ensure a high response rate. After fully retrieving the questionnaires, the researcher will tally and tabulate all the data which will be subjected to statistical analysis. The statistical results will be analyzed and interpreted with the guidance of the statistician. Conclusions will be drawn and recommendations will be formulated based on the statistical results and findings of the study.

2.6 Statistical Treatment

The collected data will be analyzed using descriptive and inferential statistics. Descriptive statistics, including mean, standard deviation, and frequency distributions, will be used to describe the levels of achievement motivation, organizational commitment, and teachers' effectiveness.

Mean. This statistical tool will be used to determine the level of achievement motivation, organizational commitment, and teaching effectiveness.

Pearson's correlation coefficient. This will be employed to determine the significant relationship between achievement motivation, organizational commitment, and teachers' effectiveness.

Multiple Regression analysis. This will be used to determine the effects of achievement motivation and organizational commitment on the teachers' effectiveness. This will test the study's hypothesis at the 0.05 level of significance. If the p-value is less than 0.05, the null hypothesis (that there is no significant relationship) will be rejected, indicating a statistically significant relationship.

2.7 Ethical Consideration

Ethics is fundamental in research, guiding researchers to follow principles that define morally and legally acceptable practices. Adhering to these ethical standards helps differentiate right from wrong, upholds research integrity, and fosters collaboration, accountability, and adherence to essential social values. Hence, before the researcher conducts the study, it would be a responsibility to respect the rights, needs, values, and desires of my respondents. The researcher will take necessary measures to strictly adhere to the ethical guidelines to safeguard the participants' privacy, confidentiality, dignity, rights, and anonymity.

This research will strictly comply with ethical guidelines, focusing on key aspects such as social value, informed consent, vulnerability of participants, risks, benefits, and safety, privacy and confidentiality, justice, transparency, and qualification of the researcher.

Social Value. The researcher will ensure that the study's design, methodology, and data collection processes generate meaningful and relevant insights that align with the objectives of the study. This is crucial for establishing the scientific validity of the research, which in turn provides meaningful results that can benefit the school community, particularly the learners and teachers. The dissemination of the study's findings will not only serve as an informative resource for improving achievement motivation and organizational commitment of teachers but also contribute to better educational outcomes for students. This is particularly important in addressing the challenges faced by teachers in enhancing their achievement motivation and organizational commitment to be more effective in their roles.

Informed Consent. Respondents will receive an Informed Consent Form detailing the study's purpose, the researcher's background, and the voluntary nature of participation. They will have the right to withdraw at any time without facing any negative consequences.

Vulnerability of Participants. The researcher will provide a clear explanation of the study's procedure and reassure the respondents that they may discontinue their participation at any point if they feel uncomfortable, without any adverse effects.

Risks, Benefits, and Safety. The researcher will take steps to minimize any potential risks to the respondents since the safety of respondents is the top priority. Nonetheless, there will be no high-risk situations that the respondents may experience in physical, psychological, or socio-economic concerns within the study. Thus, in this research, minimal risk is seen in the participation in the study for this involves soliciting ideas and perceptions based on the experiences that teachers have in the performance of their duties through survey questionnaires which they will complete at their convenient time and place.

Privacy and Confidentiality. The researcher will ensure the privacy and confidentiality of all respondents by securely storing data in locked files. Access to the data will be limited to authorized personnel, and any public reporting will only present aggregate findings, ensuring that individual responses remain anonymous. Additionally, respondents will be consulted during the data analysis phase to confirm the accuracy and interpretation of the data, reinforcing trust and transparency throughout the process. Moreover, respondents' privacy will be safeguarded by ensuring all data remains confidential and securely stored in compliance with the Data Privacy Act of 2012. All collected data will be kept private and deleted upon the study's completion.

Justice. The principle of justice is crucial in ensuring fairness throughout the study. The respondents will be selected based on the needs of the research, rather than convenience, and will be treated equitably. The researcher will ensure that the survey questions are free from biases, providing all respondents with a fair opportunity to contribute. Moreover, any benefits arising from the research, such as training programs or improvements in achievement motivation and organizational commitment, will be made available to all respondents, ensuring that they share in the outcomes of the study.

Transparency. The researcher will provide the respondents with detailed information about the study, including its objectives, how data will be used, and any potential risks or benefits. Also, the researcher will ensure that data reporting is accurate, unbiased, and free from manipulation, allowing for objective interpretation.

3. Results

3.1 Level of Achievement Motivation of Teachers

Presented in this section are the results of the first statement of the problem, which examined the level of achievement motivation of teachers in terms of need for academic success, need for vocational achievement, need for social achievement, and need for skill achievement.

Need for Academic Success. Table 2 presents the result of the level of achievement motivation of teachers in terms of need for academic success.

Table 2

Level of Achievement Motivation in terms of Need for Academic Success

Need for Academic Success	Mean	Descriptive Equivalent
1. I like to study subjects where the probability of success is definite.	3.831	Very High
2. I enjoy reading books as a leisure activity.	3.725	Very High
3. I like to utilize my knowledge in tasks that provide me with self-satisfaction.	3.852	Very High
4. I respect people who work because they feel it is their duty.	3.761	Very High
5. I feel happy when I succeed in achieving my goals.	3.852	Very High
Overall Mean	3.804	Very High

It can be gleaned from the table that the categories 'I like to utilize my knowledge in tasks that provide me with self-satisfaction' and 'I feel happy when I succeed in achieving my goals' got the highest mean of 3.852, and the descriptive equivalent of Very High. This was followed by 'I like to study subjects where the probability of success is definite' with a mean of 3.831 and a descriptive equivalent of Very High. The next category, which is 'I respect people who work because they feel it is their duty' earned a mean of 3.761 with the descriptive rating of Very High. Meanwhile, the category that got the lowest mean among all categories was 'I enjoy reading books as a leisure activity' with a mean of 3.725, but still with a descriptive rating of Very High.

The indicator need for academic success obtained an overall weighted mean of 3.804, with a descriptive rating of Very High. The result revealed that teachers utilize their knowledge in tasks that provide them with self-satisfaction. Also, they feel happy when they succeed in achieving their goals. These aspects motivate teachers to achieve more in their profession.

Need for Vocational Achievement. Table 3 presents the public-school teachers' level of achievement motivation in terms of need for vocational achievement.

Table 3

Level of Achievement Motivation in terms of Need for Vocational Achievement

Need for Vocational Achievement	Mean	Descriptive Equivalent
1. I am confident that after 10 years, I will be known as renowned persons in my area of work.	3.838	Very High
2. I would like to adopt an occupation that provides the opportunity to help others.	3.732	Very High
3. I feel very happy when I get an opportunity to guide and supervise the work of others.	3.859	Very High
4. I appreciate people who do their job with full of devotion and honesty.	3.775	Very High
5. I am convinced that the progress of any occupation depends on hard labor.	3.88	Very High
Overall Mean	3.817	Very High

Reflected in the table that the category *'I am convinced that the progress of any occupation depends on hard labor'* earned the highest mean of **3.880**, with a descriptive rating of **Very High**. This was closely followed by *'I feel very happy when I get an opportunity to guide and supervise the work of others'*, which obtained a mean of **3.859**, with a descriptive rating of **Very High**. The category *'I am confident that after 10 years, I will be known as renowned persons in my area of work'* posted a mean of **3.838**, indicating a Very High level. The indicator *'I appreciate people who do their job with full of devotion and honesty'* came next with a mean of **3.775**, sustaining the Very High descriptive rating. Lastly, the category *'I would like to adopt an occupation that provides the opportunity to help others'* had the lowest mean among all entries at **3.732**, yet it still secured the descriptive rating of **Very High**.

The indicator *Need for Vocational Achievement* obtained an **overall weighted mean of 3.817**, corresponding to a **Very High** descriptive rating. This result reveals that teachers possess strong motivational tendencies toward career development, ethical dedication, leadership, and service orientation. These aspirations suggest that they not only strive for excellence and recognition in their profession, but also value meaningful contributions to society through responsible and heartfelt work.

Need for Social Achievement. Table 4 presents the result of the level of achievement motivation of teachers in terms of need for social achievement.

Table 4

Level of Achievement Motivation in terms of Need for Social Achievement

Need for Social Achievement	Mean	Descriptive Rating
1. I feel happy when I get the opportunity to help another person	3.824	Very High
2. I aspire to be recognized in society by doing something extraordinary.	3.817	Very High
3. I consider the most important achievement in life is to have a happy family life.	3.873	Very High
4. I feel happy when I see others happy.	3.739	Very High
5. I frequently desire to develop the ability to accomplish something meaningful.	3.901	Very High
Overall Mean	3.831	Very High

From the data presented, the statement *'I frequently desire to develop the ability to accomplish something meaningful'* emerged with the highest mean of **3.901**, and a descriptive rating of **Very High**. In addition, *'I consider the most important achievement in life is to have a happy family life'* posted a mean rating of **3.873** with a descriptive rating of **Very High**. Meanwhile, *'I feel happy when I get the opportunity to help another person'* achieved a mean of **3.824** and descriptive rating of Very High.

Equally worth noting is the category *'I aspire to be recognized in society by doing something extraordinary'*, which recorded a mean of **3.817** with a descriptive rating of Very High. Lastly, *'I feel happy when I see others happy'* had the lowest mean of **3.739**, still with a descriptive rating of Very High.

Altogether, the indicator *Need for Social Achievement* secured an **overall weighted mean of 3.831**, interpreted with a **descriptive rating of Very High**. These results highlight that teachers are deeply inspired by emotional fulfillment, meaningful accomplishment, and positive relationships, which affirms the social dimensions of their professional and personal motivation.

Need for Skill Achievement. Table 5 presents the public-school teachers' level of achievement motivation in terms of need for skill achievement.

Table 5

Level of Achievement Motivation in terms of Need for Skill Achievement

Need for Skill Achievement	Mean	Descriptive Rating
1. I never leave any work incomplete once I start it.	3.746	Very High
2. I discuss any work with the experienced and expert persons before beginning it.	3.789	Very High
3. I start every task with the aim of completing in an organized manner.	3.866	Very High
4. I like to engage in work that gives me the opportunity to recognize my weaknesses and improve them.	3.768	Very High
5. I feel that one of the most important tasks in life is to motivate others to perform better.	3.746	Very High
Overall Mean	3.783	Very High

Based on the data above, the statement '*I start every task with the aim of completing in an organized manner*' achieved the highest mean of **3.866**, with a descriptive rating of **Very High**. Notably, the statement '*I discuss any work with the experienced and expert persons before beginning it*' followed closely with a mean of **3.789**, and a descriptive rating of Very High.

In addition, the category '*I like to engage in work that gives me the opportunity to recognize my weaknesses and improve them*' attained a mean of **3.768**, with a descriptive rating of **Very High**. The statements '*I never leave any work incomplete once I start it*' and '*I feel that one of the most important tasks in life is to motivate others to perform better*' both registered a mean of **3.746**, each earning a descriptive rating of **Very High**.

Taken together, the indicator *Need for Skill Achievement* resulted in an **overall weighted mean of 3.783**, with a **Very High** descriptive rating. These findings reveal that teachers exhibit strong motivational attributes related to persistence, organization, improvement, and collaborative engagement, all of which contribute to their effectiveness and resilience in professional endeavors.

Summary on the Level of Achievement Motivation

Presented in Table 6 is the level of the public school teachers' achievement motivation based on the identified four indicators – need for academic success, need for vocational achievement, need for social achievement, and need for skill achievement.

Table 6**Summary of the Level of Achievement Motivation**

Indicators	Mean	Descriptive Rating
1. Need for Academic Success	3.804	Very High
2. Need for Vocational Achievement	3.817	Very High
3. Need for Social Achievement	3.831	Very High
4. Need for Social Achievement	3.783	Very High
Overall Mean	3.809	Very High

Reflected in Table 6 is the summary on the **level of achievement motivation**, which posted an overall mean score of **3.809**, interpreted with a descriptive rating of **Very High**. Among the indicators, *Need for Social Achievement* registered the highest mean score of **3.831**, with descriptive rating of Very High. Closely trailing is *Need for Vocational Achievement*, which obtained a mean score of **3.817**, with Very High descriptive rating. Meanwhile, *Need for Academic Success* earned a mean score of **3.804**, still within the Very High range. Lastly, *Need for Skill Achievement* recorded the lowest among the four indicators at **3.783**, yet remained under the descriptive rating of Very High.

In general, these results reveal a highly motivated teaching population whose ambitions span academic, vocational, social, and skill domains. Their multi-dimensional motivation is likely to positively influence both instructional practices and professional engagement.

3.2 Level of Organizational Commitment

This section presents the results to the second statement of the problem that examines the level of organizational commitment of public school teachers in terms of normative commitment, emotional commitment, and continuance commitment.

Normative Commitment. Shown in Table 7 are the results of the level of teachers' organizational commitment in terms of normative commitment.

Table 7

Level of Organizational Commitment in terms of Normative Commitment

Normative Commitment	Mean	Descriptive Rating
1. I consider being loyal to my organization/school to be important.	3.831	Very High
2. I feel that spending most of my career in one institution/ school is beneficial for me.	3.754	Very High
3. I think that one of the main reasons I continue working in this organization/school is loyalty, along with a sense of moral obligation.	3.887	Very High
4. I find it logical to commit myself emotionally to a single organization/school.	3.690	Very High
5. I will leave my job if I receive a better job offer.	3.768	Very High
Overall Mean	3.786	Very High

As reflected in the data, the category '*I think that one of the main reasons I continue working in this organization/school is loyalty, along with a sense of moral obligation*' posted the highest mean score of **3.887**, earning a descriptive rating of **Very High**. Another indicator, '*I consider being loyal to my organization/school to be important*', registered a mean of **3.831**, with a descriptive rating of Very High.

Additionally, the item '*I feel that spending most of my career in one institution/school is beneficial for me*' attained a mean of **3.754**, and Very High descriptive rating. The category '*I will leave my job if I receive a better job offer*' yielded a mean score of **3.768**, with a descriptive rating of Very High. Rounding out the categories, '*I find it logical to commit myself emotionally to a single organization/school*' showed the lowest mean of **3.690**, yet still fell under the descriptive rating of **Very High**.

Overall, the indicator *Normative Commitment* garnered an **overall weighted mean of 3.786**, with a corresponding descriptive rating of **Very High**. This result points to a teaching workforce characterized by strong moral allegiance, emotional attachment, and a preference for professional stability, an asset to institutional cohesion and long-term educational impact.

Emotional Commitment. Shown in Table 8 are the results of the level of teachers' organizational commitment in terms of emotional commitment.

Table 8

Level of Organizational Commitment in terms of Emotional Commitment

Emotional Commitment	Mean	Descriptive Rating
1. I like to talk to my friends about the organization/school.	3.81	Very High
2. I consider the problems of my organization/school as my own problems.	3.782	Very High
3. I cannot easily commit to another organization/school the way I have committed to this one.	3.838	Very High
4. I would be happy to spend the rest my professional life in this organization/school.	3.768	Very High
5. I feel an emotional bond with this organization/school.	3.838	Very High
Overall Mean	3.807	Very High

As shown in the table, the indicators '*I cannot easily commit to another organization/school the way I have committed to this one*' and '*I feel an emotional bond with this organization/school*' both reached the highest mean score of **3.838**, with a descriptive rating of **Very High**. Moreover, the category '*I like to talk to my friends about the organization/school*' garnered a mean of **3.81**, with a descriptive rating of Very High.

As revealed in the data, the statement '*I consider the problems of my organization/school as my own problems*' posted a mean of **3.782**, signifying a Very High level. More so, '*I would be happy to spend the rest of my professional life in this organization/school*' received the lowest mean score of **3.768**, though it still earned a descriptive rating of **Very High**.

In general, the indicator *Emotional Commitment* yielded an **overall weighted mean of 3.807**, interpreted as **Very High**. These findings suggest that teachers maintain a rich emotional bond with their institution, characterized by loyalty, pride, empathy, and long-term dedication. Such commitment is vital in fostering a stable and engaged school community.

Emotional Commitment. Presented in Table 9 are the results of the level of teachers' organizational commitment in terms of continuance commitment.

Table 9

Level of Organizational Commitment in terms of Continuance Commitment

Continuance Commitment	Mean	Descriptive Rating
1. I feel that I don't have enough opportunities to consider leaving this organization/school.	3.803	Very High
2. I stay here to avoid making personal sacrifices.	3.732	Very High
3. I feel that even if I wanted to leave this organization/school, it would be very difficult for me at this moment.	3.845	Very High
4. I am convinced that leaving my job, would negatively impact a significant portion of my life.	3.761	Very High
5. I am certain that leaving this organization/school now would have economic repercussions for me in the future.	3.803	Very High
Overall Mean	3.789	Very High

According to the data, the statement *'I feel that even if I wanted to leave this organization/school, it would be very difficult for me at this moment'* yielded the highest mean score of **3.845**, with a descriptive rating of **Very High**. Another category, *'I feel that I don't have enough opportunities to consider leaving this organization/school'*, reflected a mean score of **3.803**, suggesting a Very High level. Also evident is the statement *'I am certain that leaving this organization/school now would have economic repercussions for me in the future'*, which matched the previous mean of **3.803**, with a descriptive rating of Very High level.

Further, the category *'I am convinced that leaving my job would negatively impact a significant portion of my life'* obtained a mean of **3.761**, with a descriptive rating of Very High. Meanwhile, the item *'I stay here to avoid making personal sacrifices'* recorded the lowest mean of **3.732**, though it still earned a descriptive rating of **Very High**.

Overall, the indicator *Continuance Commitment* achieved a weighted mean of **3.789**, interpreted as **Very High**. These results imply that teachers are influenced by practical, personal, and economic factors in their commitment to the institution, demonstrating a motivational dimension grounded in necessity, stability, and life impact.

Summary on the Level of Organizational Commitment

Presented in Table 10 is the level of the public school teachers' organizational commitment based on the three indicators – normative commitment, emotional commitment, and continuance commitment.

Table 10

Summary of the Level of Organizational Commitment

Indicators	Mean	Descriptive Rating
1. Normative Commitment	3.786	Very High
2. Emotional Commitment	3.807	Very High
3. Continuance Commitment	3.789	Very High
Overall Mean	3.794	Very High

As shown in the results, the indicator *Emotional Commitment* emerged with the highest mean score of **3.807**, corresponding to a descriptive rating of **Very High**. Closely following, *Continuance Commitment* posted a mean score of **3.789**, which likewise received a **Very High** rating. In addition, the indicator *Normative Commitment* registered a mean score of **3.786**, also interpreted as **Very High**. The overall weighted mean for *Organizational Commitment* was **3.794**, with a descriptive rating of **Very High**. This finding indicates that educators demonstrate robust commitment across all dimensions: emotional, normative, and continuance. Their strong connection to the school, guided by values, affective ties, and practical reasoning, serves as a stabilizing force in the educational environment and contributes positively to institutional cohesion and performance.

3.3 Level of Teaching Effectiveness

This section presents the results to the third statement of the problem that examines the level of teaching effectiveness of public school teachers in terms of subject matter knowledge, instructional planning and strategy, assessment, learning environment, and effective communication.

Subject Matter Knowledge. Shown in Table 11 are the results of the level of teachers' teaching effectiveness in terms of subject matter knowledge.

Table 11

Level of Teaching Effectiveness in terms of Subject Matter Knowledge

Subject Matter Knowledge	Mean	Descriptive Rating
1. I demonstrate accurate knowledge according to subject matter while teaching.	3.754	Very High
2. I link present content with past and future learning experiences.	3.768	Very High
3. I teach content through a variety of teaching skills.	3.866	Very High
4. I make the subject matter accessible to me	3.789	Very High
5. I link the content with practical experience of life.	3.775	Very High
6. I explain the content according to my intellectual, physical and emotional needs.	3.81	Very High
Overall Mean	3.793	Very High

Drawing from the data presented, the category '*I teach content through a variety of teaching skills*' obtained the highest mean score of **3.866**, with a descriptive rating of **Very High**. Equally significant, the item '*I explain the content according to my intellectual, physical and emotional needs*' registered a mean of **3.810**, with a descriptive rating of Very High. The result also shows that '*I make the subject matter accessible to me*' garnered a mean score of **3.789**, suggesting a Very High rating.

Furthermore, '*I link present content with past and future learning experiences*' posted a mean of **3.768**, indicating a Very High level. Interestingly, '*I link the content with practical experience of life*' recorded a mean of **3.775**, emphasizing a Very High rating. Meanwhile, the item '*I demonstrate accurate knowledge according to subject matter while teaching*' reported the lowest among the set at **3.754**, but still within the **Very High** descriptive rating.

Overall, the indicator *Subject Matter Knowledge* received a **weighted mean of 3.793**, with a descriptive rating of **Very High**. These findings highlight that teachers exhibit strong mastery of content, adaptability in instructional methods, and commitment to making learning engaging, relevant, and intellectually responsive.

Instructional Planning and Strategy. Shown in Table 12 are the results of the level of teachers' teaching effectiveness in terms of instructional planning and strategy.

Table 12

Level of Teaching Effectiveness in terms of Instructional Planning and Strategy

Instructional Planning and Strategy	Mean	Descriptive Rating
1. I use different teaching strategies to enhance students' understanding.	3.845	Very High
2. I change teaching methodology to make topics relevant to students' lives.	3.796	Very High
3. I teach the students according to their individual differences.	3.817	Very High
4. I use the appropriate material, technology and resources while teaching.	3.887	Very High
5. I engage, motivate, and maintain students' attention to their lesson.	3.831	Very High
6. I use available resources for students' learning needs.	3.88	Very High
Overall Mean	3.843	Very High

As reflected in Table 12, the statement '*I use the appropriate material, technology and resources while teaching*' recorded the highest mean score of **3.887**, earning a descriptive rating of **Very High**. Following closely, the item '*I use available resources for students' learning needs*' achieved a mean of **3.880**, suggesting a Very High level. The results also show that '*I use different teaching strategies to enhance students' understanding*' garnered a mean score of **3.845**, indicating a Very High level.

Moreover, the category '*I teach the students according to their individual differences*' posted a mean of **3.817**, highlighting a descriptive rating of Very High. Meanwhile, '*I engage, motivate, and maintain students' attention to their lesson*' yielded a mean of **3.831**, emphasizing a Very High level. As further revealed in the responses, the item '*I change teaching methodology to make topics relevant to students' lives*' recorded the lowest mean of **3.796**, though still within the **Very High** descriptive rating.

Overall, the indicator *Instructional Planning and Strategy* obtained an **average weighted mean of 3.843**, interpreted as **Very High**. These results highlight the educators' strategic approach in planning instruction, utilizing appropriate resources, and tailoring methodologies to fit learner needs—reflecting best practices in modern and inclusive teaching.

Assessment. Presented in Table 13 are the results of the level of teachers' teaching effectiveness in terms of instructional planning and strategy.

Table 13

Level of Teaching Effectiveness in terms of Assessment

Assessment	Mean	Descriptive Rating
1. I conduct class tests to monitor students' performance regularly.	3.81	Very High
2. I evaluate students' performance and provides timely feedback on their errors.	3.782	Very High
3. I maintain a record of students' results.	3.852	Very High
4. I use multiple assessment strategies.	3.711	Very High
5. I encourage the students to do better next time.	3.901	Very High
Overall Mean	3.811	Very High

Data in Table 13 reveals that '*I encourage the students to do better next time*' earned the highest mean score of **3.901**, with a descriptive rating of **Very High**. Also, the statement '*I maintain a record of students' results*', posted a mean of **3.852**, reflecting a Very High level. The findings also indicate that '*I conduct class tests to monitor students' performance regularly*' scored a mean of **3.810**, highlighting a Very High level.

In addition, as illustrated in the results, the item '*I evaluate students' performance and provide timely feedback on their errors*' registered a mean of **3.782**, pointing to a Very High level. Meanwhile, the category '*I use multiple assessment strategies*' recorded the lowest mean score of **3.711**, although it still received a **Very High** descriptive rating.

Overall, the indicator *Assessment* received a **weighted mean of 3.811**, interpreted as **Very High**. This underscores that teachers actively apply evaluative tools, deliver meaningful feedback, and promote continuous improvement—key components that reinforce instructional effectiveness and learner progress.

Learning Environment. Shown in Table 13 are the results of the level of teachers' teaching effectiveness in terms of learning environment.

Table 14

Level of Teaching Effectiveness in terms of Learning Environment

Learning Environment	Mean	Descriptive Rating
1. I create a climate of mutual trust and respect in the classroom.	3.817	Very High
2. I emphasize continuous improvement towards students' achievement.	3.746	Very High
3. I maintain a classroom setting that minimizes disruption.	3.81	Very High
4. I create an attractive and friendly classroom environment.	3.796	Very High
5. I ensure students' participation in the learning process.	3.838	Very High
6. I ensure that lower-achievement students have opportunities to be successful.	3.81	Very High
Overall Mean	3.807	

Based on the results in Table 14, the item '*I ensure students' participation in the learning process*' obtained the highest mean score of **3.838**, with a descriptive rating of **Very High**. Notably, the item '*I create a climate of mutual trust and respect in the classroom*' posted a mean of **3.817**, showing a Very High level. Also reflected in the data is the statement '*I maintain a classroom setting that minimizes disruption*', which yielded a mean of **3.810**, **with a descriptive rating of Very High**. The item '*I ensure that lower-achievement students have opportunities to be successful*' matched the same mean of **3.810**, with a Very High descriptive rating.

Moreover, as indicated in the findings, '*I create an attractive and friendly classroom environment*' received a mean score of **3.796**, demonstrating a Very High level. The category '*I emphasize continuous improvement towards students' achievement*' garnered the lowest mean of **3.746**, though it still secured a **Very High** descriptive rating.

Altogether, the indicator *Learning Environment* posted an **overall weighted mean of 3.807**, interpreted as **Very High**. These findings suggest that teachers cultivate nurturing, orderly, and inclusive classroom settings that encourage participation, respect, and continuous progress, which are essential foundations for effective teaching and engaged learning.

Effective Communication. Shown in Table 14 are the results of the level of teachers' teaching effectiveness in terms of effective communication.

Table 15

Level of Teaching Effectiveness in terms of Effective Communication

Effective Communication	Mean	Descriptive Rating
1. I use correct vocabulary and grammar in teaching.	3.824	Very High
2. I explain lessons according to the age and ability of the students.	3.803	Very High
3. I respond to students' questions in appropriate language.	3.866	Very High
Overall Mean	3.831	Very High

The findings in Table 15 show that '*I respond to students' questions in appropriate language*' posted the highest mean score of **3.866**, with a descriptive rating of **Very High**. Additionally, the item '*I use correct vocabulary and grammar in teaching*' obtained a mean of **3.824**, reflecting a Very High level. It is also evident from the results that '*I explain lessons according to the age and ability of the students*' earned a mean score of **3.803**, signifying a descriptive rating of Very High.

As a whole, the indicator *Effective Communication* recorded an **overall weighted mean of 3.831**, interpreted with a descriptive rating of **Very High**. These results highlight the educators' consistent use of language that is accurate, responsive, and tailored to student needs. These are the key qualities that reinforce understanding, connection, and engagement in the classroom.

Summary on the Level of Teaching Effectiveness.

Presented in Table 10 is the level of the public school teachers' teaching effectiveness based on the five indicators – subject matter knowledge, instructional planning and strategy, assessment, learning environment, and effective communication.

Table 16

Summary of the Level of Teaching Effectiveness

Indicators	Mean	Descriptive Rating
1. Subject Matter Knowledge	3.793	Very High
2. Instructional Planning and Strategy	3.843	Very High
3. Assessment	3.811	Very High
4. Learning Environment	3.807	Very High
5. Effective Communication	3.831	Very High
Overall Mean	3.817	Very High

Table 16 presents that *Instructional Planning and Strategy* received the highest mean of **3.843**, indicating a Very High level. Also, the indicator *Effective Communication* followed closely, scoring **3.831**, with a descriptive rating of Very High. The indicator *Assessment* registered a mean of **3.811**, demonstrating Very High level. Moreover, the indicator *Learning Environment* yielded a mean score of **3.807**, with a descriptive rating of Very High. Lastly, *Subject Matter Knowledge* posted a mean of **3.793**, confirming a Very High level.

In conclusion, public school teachers' teaching effectiveness recorded an overall mean of 3.817, with a Very High descriptive rating. These findings reflect a school culture rooted in professional mastery and pedagogical integrity. The Very High ratings across all indicators suggest that the teaching force not only meets but exceeds instructional standards, laying a solid foundation for learner achievement and long-term educational success.

3.4 Test of Null Hypotheses

Table 17 presents the relationship between the achievement motivation of teachers and teaching effectiveness, and organizational commitment and teaching effectiveness of public school teachers.

Table 17

Relationship between Achievement Motivation and Teaching Effectiveness and Organizational Commitment and Teaching Effectiveness

Correlations		ACHMOTIV	ORGCOM	TEACHING
ACHMOTIV	Pearson Correlation	1	.490**	.540**
	Sig. (2-tailed)		.000	.000
	N	142	142	142
ORGCOM	Pearson Correlation	.490**	1	.528**
	Sig. (2-tailed)	.000		.000
	N	142	142	142
TEACHING	Pearson Correlation	.540**	.528**	1
	Sig. (2-tailed)	.000	.000	
	N	142	142	142

**. Correlation is significant at the 0.01 level (2-tailed).

It can be gleaned from Table 17 that achievement motivation of teachers and their teaching effectiveness show a significant moderate positive correlation, as evidenced by a correlation coefficient of 0.540 and a p-value of 0.000, which is $p < .05$. This implies that the higher the achievement motivation of the teachers, the more effective their teaching tends to be; conversely, lower motivation is associated with lower effectiveness. Hence, it indicates strong evidence against the null hypothesis.

Similarly, the results show that organizational commitment and teaching effectiveness are significantly and moderately positively correlated, with a Pearson's r of 0.528 and a p-value of 0.000, with $p < .05$. This suggests that as teachers' commitment to their organization increases, so does their teaching effectiveness; and likewise, diminished organizational commitment may lead to less effective instruction. These findings provide clear evidence against the null hypothesis.

3.5 Influence of Achievement Motivation and Organizational Commitment on Teaching Effectiveness

Table 18 shows the influence of each dimension of achievement motivation on the teaching effectiveness of public school teachers.

Table 18

Influence of Achievement Motivation on Teaching Effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
				Beta		
		B	Std. Error			
1	(Constant)	1.900	.257		7.384	.000
	needacad	.107	.050	.175	2.147	.034
	needvoc	.087	.051	.137	1.685	.094
	needachiev	.160	.055	.221	2.902	.004
	needskill	.148	.041	.273	3.613	.000

a. Dependent Variable: TEACHING

As reflected in Table 18, all dimensions of achievement motivation, except need for vocational achievement were found to be significant predictors of teaching effectiveness ($p < .05$). This denotes that intrinsic motivational needs such as academic success, skill acquisition, and social achievement are likely to impact teaching positively, while vocational needs may not directly contribute.

On the other hand, Table 19 shows the influence of each dimension of organizational commitment on the teaching effectiveness of public school teachers.

Table 19

Influence of Organizational Commitment on Teaching Effectiveness

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.280	.210		10.841	.000
norm	.151	.046	.266	3.307	.001
emot	.113	.047	.193	2.392	.018
continuance	.140	.048	.236	2.915	.004

a. Dependent Variable: TEACHING

For organizational commitment, all measured dimensions, normative, emotional, and continuance commitment, were found to be significant predictors of teaching effectiveness, with each showing a meaningful influence. This reinforces the notion that the more deeply teachers are committed on various levels, the more effective they are in their teaching roles.

4. Discussion

Presented in this chapter are the discussions on the data, conclusion, and recommendations on the variables of the study.

4.1 Discussions on the Level of Variables

Level of Achievement Motivation of Public School Teachers in terms of Need for Academic Success. The extent of achievement motivation experienced by the public school teachers as indicated by need for academic success was very high, which means always manifested.

This result implies that teachers are **motivated by mastery and progress** in their academic journey. They demonstrate a passion for subjects where success is attainable, showing a clear alignment between **goal orientation** and **personal fulfillment**. Teachers find deep satisfaction in applying their knowledge meaningfully, and this motivation enhances their persistence, engagement, and instructional quality. When teachers possess strong academic motivation, they are more likely to pursue **continuous learning**, reflect on practice, and foster **student achievement** by modeling high standards.

Nahid, et al. (2023) found that achievement motivation directly influences student outcomes by shaping classroom engagement and instructional innovation. Highly motivated teachers create enriched learning environments that drive academic growth. Padalia and Nurochmah (2021) highlighted that the pursuit of academic success correlates with improved teaching performance in senior high schools, emphasizing its critical role in lesson planning and execution.

Level of Achievement Motivation of Public School Teachers in terms of Need for Vocational Achievement. The extent of achievement motivation experienced by the public school teachers as indicated by need for vocational achievement was very high, which means always manifested.

This result reveals that teachers exhibit profound motivation toward excelling in their career roles, not merely for personal advancement, but for purposeful contribution to education and society. The data shows strong agreement with statements affirming dedication to **hard work, mentorship, and helping others**, indicating that teachers view their profession as a platform for both personal fulfillment and public service. Teachers who are highly vocationally motivated aspire to be recognized for excellence in their field and find joy in mentoring colleagues and learners. Their orientation reflects a commitment to **lifelong learning, ethical responsibility, and professional devotion**. This indicator also captures their belief in sustained effort as essential to occupational success, an attitude that strengthens perseverance and instructional quality.

According to *Istiqomah, et al. (2019)*, vocational achievement motivation in teachers significantly influences student performance, especially in settings that demand skill-based learning. They emphasized that when teachers commit to high standards of vocational excellence, it fosters student engagement and improves academic outcomes. Similarly, *Madjid and Samsudin (2021)* found that vocationally motivated teachers often embrace transformational leadership roles, guiding others with integrity and creating learning environments that inspire growth. Teachers not only pursue personal progress but also uplift their colleagues and institutions through ethical dedication and professional discipline. The researchers asserted that vocational achievement motivation contributes to organizational improvement, making it a vital factor in school development.

Level of Achievement Motivation of Public School Teachers in terms of Need for Social Achievement. The extent of achievement motivation experienced by the public school teachers as indicated by need for social achievement was very high, which means always manifested.

This result highlights the teachers' genuine desire to build meaningful relationships and contribute positively to both student development and the broader school community. Teachers with high social achievement motivation often engage in collaborative initiatives, lead community-based learning projects, and actively participate in institutional programs that promote inclusivity and mentorship. More so, socially motivated teachers are inspired by the emotional satisfaction they receive from helping others succeed. They view education not only as a profession but as a calling that allows them to uplift others.

As noted by Lazarides and Schiefele (2024), teachers' motivation for social impact directly enhances their instructional effectiveness by fostering greater enthusiasm, responsiveness, and empathy in the classroom. These traits are critical in engaging students emotionally, leading to better learning outcomes. Furthermore, Padalia and Nurochmah (2021) emphasized that teachers who score high on social achievement indicators are more effective in implementing student-centered teaching approaches. Their relational drive strengthens team cohesion among staff and fosters a supportive learning environment for all learners. Ultimately, this kind of motivation contributes to a nurturing school climate that values trust, collaboration, and emotional intelligence.

Level of Achievement Motivation of Public School Teachers in terms of Need for Skills Achievement. The extent of achievement motivation experienced by the public school teachers as indicated by need for skills achievement was very high, which means always manifested.

Teachers with a high need for skill achievement are driven by a relentless pursuit of mastery. They are goal-oriented, organized, and deliberate in refining their teaching techniques. These teachers actively seek feedback, consult with peers and experts, and participate in professional development sessions, not just to fulfill requirements but to genuinely improve their craft. Their motivation lies in growth, precision, and efficacy, which ultimately benefits their students.

Skill achievement motivation leads teachers to focus on continuous improvement and adaptability. As Peng and Zhang (2024) disclosed, teachers' achievement motivation is a strong predictor of their ability to implement effective educational practices. When fueled by a desire for skill mastery, teachers not only perform better but also inspire students through innovative instruction and reflective practice. Likewise, Wiyono and Wu (2022) found that teachers with high levels of skill achievement motivation often evolve into instructional leaders within their schools. Their dedication fosters a culture of excellence and resilience, especially as they model professionalism and self-improvement for both colleagues and learners. These teachers are equipped to manage curriculum shifts, embrace technology integration, and respond to the diverse academic needs of students.

Summary of the Extent of Public School Teachers' Level of Achievement Motivation. Social achievement emerged as the highest motivational dimension among teachers. This reflects their desire to build meaningful relationships and accomplish emotionally fulfilling tasks, such as helping others and creating supportive classroom environments. Such social drive indicates strong interpersonal engagement and community-oriented values. On the other hand, skill achievement posted the lowest mean among the indicators. Although still rated *Very High*, this suggests that while teachers value skill growth, it may be less emphasized compared to emotional and social fulfillment.

Research underscores the role of achievement motivation in shaping instructional commitment and emotional resilience. Padalia and Nurochmah (2021) found that socially driven motivation predicts performance and collegial collaboration. Limeri et al. (2020) reinforced that achievement-oriented teachers seek growth, refine pedagogy, and promote active learning, especially when supported by autonomy and professional development.

Level of Organizational Commitment of Public School Teachers in terms of Normative Commitment. The extent of organizational commitment experienced by the public school teachers as indicated by normative commitment was very high, which means always manifested.

The results show that the teachers exhibited high normative commitment, demonstrating loyalty and a strong moral sense of responsibility toward their institutions. Their inclination to remain with their organizations is based not just on convenience, but on ethical beliefs and professional duty. This deep-rooted commitment strengthens long term retention and contributes to institutional identity and culture.

Allen and Meyer (2019) underscored that normative commitment stems from a personal conviction to fulfill obligations, even in challenging circumstances. Their framework identifies it as one of the most stable forms of commitment, particularly within culturally bound professions such as teaching. Quines and Albutra (2023) also found that Filipino teachers with high normative commitment enhance collaboration and school effectiveness, as their moral dedication improves accountability and organizational trust.

Level of Organizational Commitment of Public School Teachers in terms of Emotional Commitment. The extent of organizational commitment experienced by the public school teachers as indicated by emotional commitment was very high, which means always manifested.

Emotional commitment was strongly observed, with teachers expressing pride, empathy, and long-term investment in their schools. This type of commitment is characterized by genuine emotional attachment, where teachers align their personal values with organizational goals. Emotionally committed teachers are more engaged, responsive to institutional challenges, and likely to advocate for continuous improvement.

Li, et al. (2024) found that emotional intelligence and leadership practices contribute significantly to emotional commitment among teachers. Their study demonstrated that when teachers feel valued and understood, they reciprocate with loyalty and initiative. Elyashiv and Gal (2021) further explained that emotional bonds reduce absenteeism and foster enthusiasm, making them key drivers of sustained educational success and teacher well-being.

Level of Organizational Commitment of Public School Teachers in terms of Continuance Commitment. The extent of organizational commitment experienced by the public school teachers as indicated by continuance commitment was very high, which means always manifested.

Teachers showed notable continuance commitment, which is shaped by practical considerations such as financial security, tenure status, and career investment. While this type of commitment may be driven more by necessity than emotional or moral alignment, it still ensures workforce stability and organizational consistency. When nurtured correctly, continuance commitment can be a foundation for long-term loyalty.

Lobrigo, et al. (2023) cautioned that continuance commitment alone may lead to stagnation if not balanced by engagement and job satisfaction. Their study encourages school leaders to provide growth opportunities so teachers stay not just out of need, but with renewed passion. Meanwhile, Martínez

Serna and Vega Martínez (2023) noted that economic realities and limited alternatives shape commitment levels, emphasizing the need for supportive work environments to retain skilled personnel.

Summary of the Extent of Public School Teachers' Level of Organizational Commitment. Emotional Commitment was recorded as the strongest aspect of organizational loyalty among teachers. This implies that teachers feel deeply connected to their schools, identifying with their mission and expressing pride in their affiliation. Continuance Commitment posted the lowest among the three indicators, even while still in the *Very High* category. This means that teachers' decision to stay is less driven by practical constraints than by emotional and moral factors.

Li, et al. (2024) observed that emotional intelligence strongly predicts emotional commitment and buffers against burnout. Meanwhile, *Allen and Meyer (1996)* argued that emotional and normative ties are more sustainable than continuance-based decisions, especially in mission-driven professions like teaching.

Level of Teaching Effectiveness of Public School Teachers in terms of Subject Matter Knowledge. The extent of teaching effectiveness experienced by the public school teachers as indicated by subject matter knowledge was very high, which means always manifested.

Subject matter knowledge is the cornerstone of effective teaching, allowing educators to deliver accurate content, clarify misconceptions, and scaffold learning meaningfully. Teachers with strong subject knowledge can integrate pedagogical techniques with disciplinary depth, enabling more coherent, engaging, and responsive instruction. This mastery boosts classroom authority and fosters student confidence and curiosity in learning.

According to *Vollmer and Klette (2023)*, subject matter expertise contributes significantly to pedagogical content knowledge (PCK), a vital blend of content and instructional strategies that enhances student comprehension. Meanwhile, *Burroughs et al. (2019)* emphasized that professional knowledge, including curricular and content mastery, is directly associated with higher student achievement, especially in subjects requiring cognitive rigor such as science and mathematics.

Level of Teaching Effectiveness of Public School Teachers in terms of Instructional Planning and Strategy. The extent of teaching effectiveness experienced by the public school teachers as indicated by instructional planning and strategy was very high, which means always manifested.

Instructional planning and strategy involve deliberate organization of learning objectives, methods, and resources to optimize student understanding. Teachers who excel in this area adapt strategies to match diverse learner profiles and ensure lessons are purposeful, interactive, and aligned with curricular goals. Through differentiated instruction and targeted planning, these educators enhance student engagement and academic progress.

Mahdi (2023) affirmed that strategic instructional planning facilitates effective teacher-student communication, clarifies learning targets, and boosts motivation. Similarly, *Mohammed et al. (2025)* highlighted the efficacy of adaptive instructional methods, such as technology integration and inquiry-based learning, in fostering critical thinking and personalized education.

Level of Teaching Effectiveness of Public School Teachers in terms of Assessment. The extent of teaching effectiveness experienced by the public school teachers as indicated by assessment was very high, which means always manifested.

Assessment is pivotal in measuring student progress, informing instruction, and identifying learning gaps. Effective teachers use both formative and summative assessments to tailor teaching strategies and provide timely, constructive feedback. These practices not only guide student improvement but also help teachers evaluate instructional effectiveness.

As *Maskos et al. (2025)* reported, consistent formative assessments aligned with learning goals significantly improve student performance and classroom responsiveness. *Yang and Xia (2023)* added that such assessments promote self-regulation, equity, and inclusion, especially benefitting learners from disadvantaged backgrounds and those needing instructional support.

Level of Teaching Effectiveness of Public School Teachers in terms of Learning Environment. The extent of teaching effectiveness experienced by the public school teachers as indicated by learning environment was very high, which means always manifested.

Creating a positive and inclusive learning environment is essential for student motivation, focus, and success. Teachers who establish respectful, safe, and engaging classrooms enable learners to take intellectual risks and participate actively. Effective learning environments promote discipline, collaboration, and emotional well-being.

Mahdi (2023) emphasized that mutual trust and structured routines contribute to classroom stability and optimized instructional time. *Gao et al. (2023)* further noted that emotionally supportive settings improve student resilience and social-emotional learning, allowing deeper connections with content and peers.

Level of Teaching Effectiveness of Public School Teachers in terms of Effective Communication. The extent of teaching effectiveness experienced by the public school teachers as indicated by effective communication was very high, which means always manifested.

Effective communication enables clarity of instruction, fosters understanding, and builds strong teacher-student rapport. Skilled communicators tailor their language, tone, and media to match learner needs and instructional goals. Beyond verbal articulation, effective teachers use questioning, active listening, and digital platforms to reinforce learning.

Gao et al. (2024) emphasized that communication strategies significantly impact learner engagement and comprehension, particularly in culturally diverse settings. *Navarrete et al. (2025)* highlighted that mastery of both physical and virtual communication tools is now essential, as blended learning environments demand flexibility and technical fluency.

Summary of the Extent of Public School Teachers' Level of Teaching Effectiveness. Instructional planning and strategy emerged as the strongest indicator of teaching effectiveness. This reflects teachers' strategic use of methods, materials, and planning that cater to learner diversity and instructional goals. Subject matter knowledge posted the lowest mean, though still rated *Very High*. This may suggest a need for more targeted academic upgrading or content-specific support.

Mahdi (2023) asserted that structured planning boosts communication and learner motivation. *Burroughs et al. (2019)* emphasized that while content mastery is essential, teaching effectiveness depends even more on the integration of subject knowledge with flexible, inclusive instructional strategies.

Relationship between Achievement Motivation and Teaching Effectiveness. The result shows that there is a relationship between achievement motivation and teaching effectiveness. This indicates a significant moderate positive correlation between achievement motivation and teaching effectiveness.

Teachers with high levels of achievement motivation exhibit a strong desire to improve instruction, master teaching skills, and positively impact learners. This internal drive enhances their planning, assessment, and classroom delivery. Achievement motivation reflects personal goals such as academic success, skill mastery, social impact, and career growth. These motivational traits translate into more dynamic and responsive teaching practices. When teachers are goal-oriented and driven to succeed, they are likely to foster engaging learning environments and drive student performance (Peng & Zhang, 2024).

Relationship between Organizational Commitment and Teaching Effectiveness. The result shows that there is a relationship between organizational commitment and teaching effectiveness. This indicates a significant moderate positive correlation.

Organizational commitment includes emotional loyalty to the school, moral obligation to uphold its values, and investment in continued service. Teachers who demonstrate strong attachment to the organization tend to be more dedicated, consistent, and collaborative in their teaching practices. Commitment encourages sustained effort, professional growth, and resilience in the face of challenges. Teachers who feel valued and aligned with institutional goals are more likely to maintain instructional quality and contribute positively to the school's mission (Xu & Pang, 2024).

Influence of Achievement Motivation on Teaching Effectiveness. The result shows that achievement motivation influences teaching effectiveness. Specifically, the subcomponents of academic success, skill achievement, and social achievement were found to be significant predictors of effective teaching practices. Teachers who aim to excel in academics and skills are more deliberate in lesson preparation, assessment, and classroom management. Socially motivated teachers show high levels of responsiveness, interpersonal engagement, and adaptability to learner needs. These findings imply that achievement motivation energizes teachers' professional behavior, stimulates innovation, and fosters high instructional standards. However, vocational achievement had no significant effect, suggesting that long-term aspirations alone may not immediately enhance teaching performance without sustained, practical action (Peng & Zhang, 2024).

Influence of Organizational Commitment on Teaching Effectiveness. The result shows that organizational commitment influences teaching effectiveness. All three dimensions, normative, emotional, and continuance commitment, had statistically significant impacts.

Teachers who feel emotionally bonded with the school and ethically compelled to serve are more likely to prioritize student success and adhere to instructional standards. Continuance commitment, marked by practical investment in job tenure, also contributes to consistency and classroom stability. Organizational commitment strengthens professional identity and reinforces the value of teamwork, accountability, and mission-driven teaching. When teachers are committed, they remain engaged, reflective, and responsive to institutional and learner needs (Allen & Meyer, 1996).

4.2 Conclusion

Based on the results, it indicated that **teachers' achievement motivation and organizational commitment work in tandem with teaching effectiveness**. When teachers are highly motivated and deeply committed to their school institutions, they tend to perform better across instructional domains. Achievement motivation, particularly the need for academic success, skill achievement, and social achievement, was shown to energize teachers' performance, while strong organizational commitment reinforced their dedication and consistency in teaching.

On the other hand, **low motivation or weakened commitment can affect classroom quality and diminish student outcomes**. Teachers' ability to remain effective is influenced not only by personal drive but also by institutional support, leadership climate, and professional development opportunities. The study also emphasized that teachers feel emotionally and morally bound to their schools, yet practical stressors such as administrative overload, poor student-teacher ratio, and unclear career paths can erode these attachments.

Moreover, it is essential to **strengthen teachers' motivation and nurture their organizational commitment through supportive, growth-oriented working environments**. Teacher effectiveness is not just a product of individual effort. It is also shaped by the broader educational system and school culture. Fostering achievement motivation and organizational commitment among teachers is thus a strategic imperative for improving learning outcomes and sustaining quality education.

4.3 Recommendations

Based on the conclusions derived from the results of the study, the following recommendations are hereby presented:

1. **The Department of Education and school administrators should strengthen initiatives that foster teachers' achievement motivation.** This may include targeted professional development programs that support academic, social, and skill-based growth, such as mentoring systems, recognition schemes, and achievement-oriented workshops. Cultivating a growth mindset and creating platforms for instructional leadership will further reinforce teachers' intrinsic drive to succeed.
2. **Schools shall develop and sustain programs that enhance organizational commitment.** This involves creating emotionally supportive work environments, encouraging collaborative practices, and recognizing teachers' contributions to institutional success. Promoting transparency, fairness, and shared decision-making will deepen teachers' emotional and normative commitment to the school.
3. **DepEd should ensure the integration of achievement motivation principles in teacher training and capacity building efforts.** Sessions must be aligned with local contexts and designed to connect teachers' aspirations with their actual classroom experiences. This will help convert motivation into teaching effectiveness and improve learner engagement.
4. **School heads must initiate routine instructional monitoring and feedback systems to reinforce teaching effectiveness.** These systems should focus on encouraging innovation in instructional planning, assessment, and communication. Supporting teachers with coaching and peer observation will improve planning precision and adaptive teaching strategies.
5. **Orientation and retooling programs should be made mandatory for newly hired and long-serving teachers.** These should cover content mastery, classroom management, differentiated instruction, and inclusive education practices. This ensures sustained effectiveness and prepares educators for evolving learner needs.
6. **DepEd shall invest in wellness and mental health programs to preserve motivation and commitment among teachers.** Access to counseling services, regular wellness check-ins, and stress reduction workshops can help mitigate burnout. Promoting a culture of care will ensure that teachers are emotionally prepared to deliver quality instruction.
7. **Further research should be conducted on how contextual variables (such as school leadership style, learner profile, and community involvement) influence the relationship among achievement motivation, organizational commitment, and teaching effectiveness.** These studies may support the creation of localized strategies for boosting instructional quality and workforce morale.

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