

Paper 100 – Education

ORGANIZATIONAL COMMITMENT AND TEACHING PERFORMANCE OF SDA ELEMENTARY SCHOOL TEACHERS IN SOUTH-CENTRAL LUZON

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ABSTRACT

This study investigated potential relationships between the organizational commitment and teaching performance of Seventh-day Adventist elementary school teachers in South-Central Luzon, Philippines. This involved 123 teachers from 30 elementary schools under the administrative supervision of the South-Central Luzon Conference during the school year 2007-2008.

The organizational commitment, measured by the organizational commitment questionnaire, was considered as commitment to the Seventh-day Adventist educational system while the teaching performance was taken as a result of four evaluations: namely, peer teacher's evaluation, principals' teacher evaluation, teacher' self-evaluation, and this researcher's teacher evaluation using the teaching performance evaluation instrument. Analysis in the findings in the differences between groups formed using demographic variables and teaching performance revealed that females were generally evaluated to have a higher performance evaluation in teaching than males. Two evaluators—the principal and this researcher—are most sensitive to distinguishing gender differences in performance. However, they usually perceived these differences in different areas of performance.

Age differences in performance were acknowledged by all evaluators but while self-evaluation and principal evaluations favored higher performance by older teacher particularly for items about teacher qualifications and the management and guidance skills, the peers tended to disagree particularly for items pertaining to teaching skills and the personal and social skills. This researcher's opinions varied by teaching task or attribute.

The lone predictive model of teaching performance was organizational commitment. This variable accounted for 4.3% of the variance explained in teaching performance.