

# Influence of Classroom Practices, Organizational Commitment, and Motivation for Teaching Performance of the Public Elementary School Teachers

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## Abstract

This study investigates the influence of classroom practices, organizational commitment, and motivation on teaching performance among public elementary school teachers in Davao City, Philippines. Grounded in COM-B Theory, the research employed a descriptive quantitative correlational design. Results revealed very high levels of classroom practices and teaching performance, with high organizational commitment and motivation. All independent variables showed significant correlations with teaching performance, with classroom practices demonstrating the strongest relationship. Regression analysis indicated the three predictors collectively explained substantial performance variance. Classroom practices and motivation positively predicted performance, while excessive organizational commitment showed negative effects when stemming from unhealthy attachments rather than genuine engagement. The findings validate the COM-B Theory's applicability in educational contexts and suggest that integrated development programs addressing capability, opportunity, and motivation can optimize teacher effectiveness in Philippine public elementary schools.

**Keywords:** teaching performance, classroom practices, organizational commitment, motivation, COM-B Theory

## 1. Introduction

Teaching performance remains a major concern in education, with studies reporting declining instructional quality and teacher effectiveness across various countries, including Uganda, Australia, Kenya, Kuwait, and the Philippines (Kraft & Lyon, 2024; Muhamad et al., 2024; Parker et al., 2024; Pederson, 2025; Alazmi & Al-Mahdy, 2025; Frianeza et al., 2024). Similar concerns have been observed in the Division of Davao City, where teacher performance indicators suggest the need for continuous improvement (Bogo & Aperoch, 2023; Baog & Cagape, 2022). Declining teaching performance may adversely affect student achievement, educational quality, and long-term societal development (Barr, 2025; Watson, 2025). These concerns underscore the importance of identifying the factors that contribute to teachers' effectiveness in performing their professional responsibilities.

Although numerous studies have examined teacher performance and its associated factors, limited research has investigated the combined influence of classroom practices, organizational commitment, and motivation among public elementary school teachers. Existing studies have often examined these variables independently, resulting in limited evidence on how they collectively influence teaching performance. Furthermore, few studies have applied the Capability, Opportunity, Motivation–Behavior (COM-B) Theory as a framework for explaining teachers' performance. This gap highlights

the need for further investigation to generate evidence that can support educational policies, teacher development programs, and school improvement initiatives.

This study was anchored on the COM-B Theory (Mayne, 2018), which explains that behavior is influenced by the interaction of capability, opportunity, and motivation. Within this framework, classroom practices represent teachers' capability to deliver effective instruction, organizational commitment reflects the opportunities provided by the school environment that encourage professional engagement, and motivation represents teachers' intrinsic and extrinsic drive to perform their responsibilities effectively. The study also adopted the General Systems Theory (GST) as its conceptual basis, emphasizing that classroom practices, organizational commitment, and motivation function as interconnected components that collectively influence teaching performance among public elementary school teachers.

Accordingly, this study aimed to determine the influence of classroom practices, organizational commitment, and motivation on the teaching performance of public elementary school teachers in the Division of Davao City. Specifically, it sought to determine the levels of classroom practices, organizational commitment, motivation, and teaching performance; examine the significant relationships between classroom practices and teaching performance, organizational commitment and teaching performance, and motivation and teaching performance; and determine the significant influence of classroom practices, organizational commitment, and motivation on teaching performance.

The findings of this study are expected to contribute to the improvement of teaching quality by providing empirical evidence on the influence of classroom practices, organizational commitment, and motivation on teaching performance. The results may serve as a basis for educational leaders and policymakers in designing evidence-based policies, interventions, and professional development programs that enhance teacher effectiveness. Furthermore, the study contributes to future educational research and supports the attainment of the United Nations Sustainable Development Goal 4 (Quality Education) by promoting quality teaching and improved educational outcomes.

## **2. Methodology**

### **2.1. Research Design**

1. This study employed a quantitative, non-experimental descriptive-predictive research design to determine the levels of classroom practices, organizational commitment, motivation, and teaching performance and to examine the extent to which classroom practices, organizational commitment, and motivation significantly predict teaching performance among public elementary school teachers in the Division of Davao City.

### **2.2. Research Locale and Respondents**

2. The study was conducted in randomly selected public elementary schools under the Schools Division of Davao City. The respondents consisted of 300 public elementary school teachers selected through cluster sampling followed by simple random sampling to ensure representative, unbiased, and reliable data for predictive statistical analysis.

### **2.3. Research Instrument**

3. The study utilized an adopted and modified structured questionnaire to measure classroom practices, organizational commitment, motivation, and teaching performance. The instrument was adapted from validated sources, including Kington et al. (2012), Allen and Meyer (1996), Gokce (2010), and the Department of Education (2017). It was modified to suit the context of the study and underwent expert validation and reliability testing to establish content validity and internal consistency. A five-point Likert scale was used to measure all study variables.

## 2.4. Data Collection Procedure

4. Data collection commenced after obtaining the necessary ethical and administrative approvals. Participation was voluntary, and informed consent was obtained from all respondents through Google Forms before they completed the survey questionnaire. The collected data were organized, coded, tabulated, and prepared for statistical analysis.

## 2.5. Data Analysis

5. The collected data were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to determine the levels of classroom practices, organizational commitment, motivation, and teaching performance. Pearson Product-Moment Correlation Coefficient was employed to determine the significant relationships among the variables, while multiple regression analysis was used to determine the combined and individual influence of classroom practices, organizational commitment, and motivation on teaching performance.

## 2.6. Ethical Considerations

6. The study adhered to the ethical standards of the DOST-PHREB and the Holy Cross of Davao College Research Ethics Committee. Participation was voluntary, informed consent was obtained before data collection, and respondents' anonymity and confidentiality were maintained in accordance with the Data Privacy Act of 2012. All research data were securely stored and used exclusively for the purposes of this study.

## 3. Results and Discussion

### 3.1. Descriptive Analysis of the Study Variables

**Table 1. Descriptive Statistics of the Study Variables (n = 300)**

| Variables                                    | SD          | Mean        | Descriptive Level |
|----------------------------------------------|-------------|-------------|-------------------|
| <b>Classroom Practices</b>                   | <b>0.39</b> | <b>3.57</b> | <b>Very High</b>  |
| Supportive and Stimulating Lesson Climate    | 0.39        | 3.54        | Very High         |
| Proactive Lesson Management                  | 0.44        | 3.64        | Very High         |
| Well Organized Lessons with Clear Objectives | 0.45        | 3.65        | Very High         |
| Effective Classroom Layout                   | 0.48        | 3.54        | Very High         |
| Adaptation of Teaching                       | 0.47        | 3.51        | Very High         |
| Teaching Learning Strategies                 | 0.47        | 3.56        | Very High         |
| <b>Organizational Commitment</b>             | <b>0.45</b> | <b>3.16</b> | <b>High</b>       |
| Affective Commitment                         | 0.60        | 3.06        | High              |
| Normative Commitment                         | 0.45        | 3.25        | Very High         |
| Continuance Commitment                       | 0.55        | 3.17        | High              |
| <b>Motivation</b>                            | <b>0.37</b> | <b>3.21</b> | <b>High</b>       |
| Physical                                     | 0.46        | 3.18        | High              |
| Security                                     | 0.48        | 3.35        | Very High         |
| Social                                       | 0.47        | 3.32        | Very High         |
| Respect                                      | 0.43        | 3.24        | High              |
| Financial                                    | 0.57        | 2.97        | High              |
| <b>Teaching Performance</b>                  | <b>0.40</b> | <b>3.60</b> | <b>Very High</b>  |
| Content Knowledge and Pedagogy               | 0.43        | 3.59        | Very High         |
| Learning Environment and                     | 0.46        | 3.66        | Very High         |

|                          |      |      |           |
|--------------------------|------|------|-----------|
| Diversity of Learners    | 0.43 | 3.62 | Very High |
| Curriculum and Planning  | 0.48 | 3.52 | Very High |
| Assessment and Reporting |      |      |           |

7. 3.25-4.00 Very High, 2.50-3.24 High, 1.75-2.49 Low, 1.00-1.74 Very Low (Alico & Guimba, 2015)

Table 1 presents the descriptive statistics of the study variables. The findings revealed that classroom practices ( $M = 3.57$ ,  $SD = 0.39$ ) and teaching performance ( $M = 3.60$ ,  $SD = 0.40$ ) were rated **Very High**, while organizational commitment ( $M = 3.16$ ,  $SD = 0.45$ ) and motivation ( $M = 3.21$ ,  $SD = 0.37$ ) were rated **High**. Among the dimensions of classroom practices, well-organized lessons with clear objectives ( $M = 3.65$ ) obtained the highest mean, whereas adaptation of teaching ( $M = 3.51$ ) obtained the lowest mean, although both remained at the **Very High** level. For organizational commitment, normative commitment ( $M = 3.25$ ) was rated **Very High**, while affective commitment ( $M = 3.06$ ) and continuance commitment ( $M = 3.17$ ) were rated **High**. Regarding motivation, security ( $M = 3.35$ ) and social ( $M = 3.32$ ) obtained **Very High** ratings, whereas physical, respect, and financial dimensions were rated **High**. Likewise, all dimensions of teaching performance were rated **Very High**, with learning environment and diversity of learners ( $M = 3.66$ ) obtaining the highest mean score.

The findings indicate that public elementary school teachers demonstrate effective classroom practices and high levels of teaching performance while maintaining favorable organizational commitment and motivation. These results suggest that teachers possess the necessary competencies and professional dispositions to perform their instructional responsibilities effectively.

### 3.2. Relationship Between the Study Variables and Teaching Performance

**Table 2. Correlation Analysis of the Study Variables ( $n = 300$ )**

*Correlation Table ( $n=300$ )*

| Variables                        | Teaching Performance |         |                |                |
|----------------------------------|----------------------|---------|----------------|----------------|
|                                  | r                    | p-value | Decision on Ho | Interpretation |
| <b>Classroom Practices</b>       | .902                 | .000    | Reject Ho1     | Significant    |
| <b>Organizational Commitment</b> | .394                 | .000    | Reject Ho2     | Significant    |
| <b>Motivation</b>                | .408                 | .000    | Reject Ho3     | Significant    |

Level of Significance: 0.05

Decision Rule: Reject  $H_0$  if  $p < 0.05$

Table 2 presents the correlation analysis between the independent variables and teaching performance. The results revealed that classroom practices ( $r = .902, p < .001$ ), organizational commitment ( $r = .394, p < .001$ ), and motivation ( $r = .408, p < .001$ ) all exhibited statistically significant positive relationships with teaching performance. Classroom practices demonstrated a very strong positive correlation with teaching performance, while organizational commitment and motivation showed moderate positive correlations. These findings indicate that improvements in classroom practices, organizational commitment, and motivation are associated with higher levels of teaching performance. Consequently, all null hypotheses on the relationships among the variables were rejected.

### 3.3. Influence of Classroom Practices, Organizational Commitment, and Motivation on Teaching Performance

**Table 3. Multiple Regression Analysis Predicting Teaching Performance (n = 300)**

| Variables                        | Teaching Performance        |      |                      |        |      |                |                |
|----------------------------------|-----------------------------|------|----------------------|--------|------|----------------|----------------|
|                                  | Unstandardized Coefficients |      | Standard Coefficient |        | Sig. | Decision on Ho | Interpretation |
|                                  | $\beta$                     | SE   | Beta                 | t      |      |                |                |
| Constant                         | .111                        | .104 |                      | 1.063  | .288 |                |                |
| <b>Classroom Practices</b>       | .919                        | .028 | .901                 | 33.260 | .000 | Reject Ho4     | Significant    |
| <b>Organizational Commitment</b> | -.130                       | .034 | -.149                | -3.809 | .000 | Reject Ho5     | Significant    |
| <b>Motivation</b>                | .192                        | .040 | .179                 | 4.753  | .000 | Reject Ho6     | Significant    |

*Model Summary:*

$r = 0.910 \mid r^2 = 0.827 \mid F = 473.155 \mid p = 0.000$

*Level of Significance: 0.05 | Decision Rule: Reject  $H_0$  if  $p < 0.05$*

Table 3 presents the results of the multiple regression analysis. The regression model was statistically significant ( $F = 473.155, p < .001$ ), with an  $R^2$  value of .827, indicating that classroom practices, organizational commitment, and motivation collectively explained 82.7% of the variance in teaching performance. Classroom practices emerged as the strongest predictor of teaching performance ( $\beta = .901, p < .001$ ), followed by motivation ( $\beta = .179, p < .001$ ). Organizational commitment also significantly influenced teaching performance ( $\beta = -.149, p < .001$ ), although it exhibited a negative regression coefficient after controlling for the other predictor variables. These findings suggest that classroom practices, organizational commitment, and motivation significantly predict teaching performance among public elementary school teachers.

Overall, the results emphasize the importance of strengthening classroom practices while fostering teacher motivation and organizational commitment to improve teaching performance in public elementary schools.

## Conclusion

*This study examined the influence of classroom practices, organizational commitment, and motivation on the teaching performance of public elementary school teachers in the Division of Davao City. The findings revealed that teachers demonstrated very high levels of classroom practices and teaching performance, while organizational commitment and motivation were at high levels. Furthermore, classroom practices, organizational commitment, and motivation were all significantly associated with teaching performance. Multiple regression analysis further revealed that these variables significantly predicted teaching performance, collectively explaining 82.7% of its variance, with classroom practices emerging as the strongest predictor. These findings support the COM-B Theory, which posits that capability, opportunity, and motivation interact to influence behavior. The study concludes that strengthening classroom practices, organizational commitment, and teacher motivation can contribute to improving teaching performance among public elementary school teachers.*

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