

# ORGANIZATIONAL COMMITMENT AND WELL-BEING ON TEACHERS' INSTRUCTIONAL PRACTICES

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## ABSTRACT

*This study investigates the relationship between organizational commitment, well-being, and instructional practices among 250 public basic education teachers in the Sumilao District during the 2025–2026 school year. Utilizing a descriptive-correlational and predictive research design, the study employed weighted means, Pearson correlation, and multiple linear regression to analyze data gathered through adapted survey instruments. Findings indicate that teachers possess high levels of organizational commitment and well-being, with affective commitment and personal growth emerging as the most prominent dimensions. Instructional practices were rated as "Excellent" across all domains, with instructional planning receiving the highest rating. Correlation analysis revealed significant positive relationships between instructional practices and both organizational commitment and teacher well-being. Specifically, affective commitment and positive relations demonstrated the strongest individual correlations with teaching effectiveness. The regression model confirmed that positive relations, affective commitment, and continuance commitment collectively explain 62.5% of the variance in instructional practices. Notably, positive relations emerged as the strongest predictor, underscoring that the quality of social interactions and interpersonal support is paramount to teaching success. The study concludes that teaching excellence is deeply rooted in emotional engagement and social connectedness. It recommends that school administrators prioritize a collaborative organizational climate and institutionalize holistic wellness programs to sustain high instructional quality.*

**Keyword:** Organizational Commitment, Teacher Well-Being, Instructional Practices, Positive Relations, Public School Teacher.

## 1. INTRODUCTION

The quality of education is significantly shaped by the interplay between teachers' organizational commitment, well-being, and their instructional practices. Educators who possess strong self-belief and emotional stability are more capable of implementing student-centered and reflective teaching approaches that address the diverse needs of learners. Nationally, however, the Philippine educational system continues to face major systemic pressures, including teacher shortages and high attrition rates, prompting researchers to explore strategies that enhance job satisfaction and minimize burnout. Within this context, teacher well-being is viewed as a multidimensional construct that includes cognitive, emotional, health, and social responses to professional working conditions.

Various structural issues in the Philippine education system continue to shape how teachers implement their instructional practices in the classroom. Data from the Second Congressional Commission on Education show that about 62% of public high school teachers are assigned to subjects outside their specialization, limiting their ability to apply appropriate content-specific teaching strategies and pedagogical approaches. At the same time, the system faces significant resource constraints, including a shortage of approximately 165,000 classrooms nationwide, which has led to overcrowded learning environments and the widespread use of double or even triple shifting in schools. These conditions, combined with the heavy workload and multiple responsibilities assigned to teachers, reduce the time and capacity needed for lesson planning, instructional preparation, and the use of innovative and learner-centered strategies.

Consequently, such systemic limitations hinder teachers' ability to effectively implement interactive, differentiated, and technology-integrated instructional practices, particularly in contexts where access to adequate facilities and stable learning environments remains a challenge.

To address these systemic gaps, it is important to understand the factors that sustain teachers' dedication despite these challenges. Organizational commitment—categorized into affective (emotional attachment), normative (sense of obligation), and continuance (perceived cost of leaving)—is recognized as a key predictor of teaching effectiveness. Studies indicate that affective and normative commitment strongly influence teachers' work engagement, while continuance commitment is often associated with practical necessity rather than intrinsic motivation. Regional studies conducted in the Department of Education Division of Valencia City and the Province of Antique found that higher levels of emotional well-being and organizational commitment are significantly related to effective instructional practices. These findings suggest that teachers who feel psychologically supported and professionally fulfilled are more likely to apply effective teaching strategies in their classrooms.

Teacher well-being is increasingly recognized as a multidimensional construct that encompasses emotional, social, and professional aspects of teachers' lives, all of which influence their effectiveness in the classroom. The framework of well-being developed by Carol Ryff identifies key dimensions such as autonomy, personal growth, environmental mastery, and purpose in life, reflecting a holistic view of individuals' functioning. Similarly, Self-Determination Theory by Edward Deci and Richard Ryan emphasizes that individuals experience higher levels of well-being when their needs for competence, relatedness, and autonomy are fulfilled. Applied to the teaching profession, these perspectives suggest that when teachers feel supported in their roles, connected to their school community, and capable in their work, they are more likely to remain motivated, sustain their professional engagement, and create positive and effective learning environments.

Limited research has examined how factors such as workload, professional development, and experience influence teachers' organizational commitment and well-being. In local contexts like

Sumilao, where teachers face challenges such as large classes and limited resources, understanding these dynamics is crucial for developing strategies that support teacher commitment and enhance overall well-being.

This study therefore investigates the relationship between teachers' organizational commitment, well-being, and instructional practices in selected schools within the Department of Education Sumilao District during the current academic year. By focusing on the experiences of teachers in this district, the research aims to provide evidence-based insights that can guide interventions to enhance teacher retention and support effective teaching and learning.

### ***1.1. Statement of the Problem***

This study will determine the influence of organizational commitment and well-being on teachers' instructional practices of Sumilao District for School Year 2025-2026

Specifically, it seeks to answer the following questions:

1. What is the level of organizational commitment of teachers in terms of:
  - a. Affective commitment
  - b. Continuance commitment
  - c. Normative commitment
2. What is the level of teachers' well-being in terms of:
  - a. Teacher autonomy,
  - b. Environmental mastery,
  - c. Personal growth,
  - d. Positive relations,
  - e. Purpose in life, and
  - f. Self-acceptance?
3. What is the level of instructional delivery of teachers in terms of:
  - a. Instructional planning,
  - b. Instructional delivery, and
  - c. Instructional assessment?

4. Is there a significant relationship between teachers'
  - a. organizational commitment; and
  - b. well-being?
5. Which variable, singly or in combination, best predicts instructional practices of teachers?

### **1.2. Hypotheses of the Study**

To examine the relationship between teachers' instructional practices and their organizational commitment and well-being, a null hypothesis was formulated at a 0.5 level of significance.

H<sub>01</sub>: There is no significant relationship between teachers' organizational commitment (affective, continuance, and normative) and well-being, and their instructional practices (instructional planning, delivery, and assessment).

H<sub>02</sub>: There is no variable, singly or in combination, that significantly predicts the instructional practices of teachers.

## **2. METHODOLOGY**

This section presents the research methodology of the study. It includes the research design, locale of the study, respondents of the study, research instrument, data gathering procedure, statistical techniques and ethical consideration.

### **2.1. Research Design**

This study utilizes a descriptive-correlational and predictive research design. The descriptive method is employed to determine the levels of the three primary variables: teachers' organizational commitment (comprised of affective, continuance, and normative dimensions), teacher well-being (comprised of autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance), and instructional practices (comprised of planning, delivery, and assessment). This aspect of the design uses weighted means and qualitative interpretations to describe the current state of these variables in the Sumilao District. The correlational aspect is used to examine the significant relationships between organizational commitment and well-being with teachers' instructional practices. This is anchored in the study's conceptual framework, which posits

that emotional and psychological factors significantly relate to pedagogical decisions.

Furthermore, the design incorporates a predictive component through Multiple Linear Regression analysis to determine which specific variables, singly or in combination, best predict instructional practices. This design is appropriate because it aims to describe current educational conditions and identify the complex interplay between the "Instructional Core"—the relationship between teacher, student, and content—and the teacher's psychological and organizational environment without manipulating any factors.

### **2.2. Locale of the Study**

The study will be conducted in selected schools within the Department of Education (DepEd) Division of Bukidnon, Sumilao District, located in the Municipality of Sumilao, Province of Bukidnon, Region X (Northern Mindanao), Philippines. Sumilao is a first-class municipality in Bukidnon, known for its agricultural resources and strategic location within the region.

Based on the Region X – Divisions – National Inventory Dashboard, the Municipality of Sumilao has a total of fifteen (15) public basic education schools. Of these, twelve (12) are elementary schools and three (3) are secondary.

Conducting the study in this context allows for a comprehensive and representative examination of teachers' organizational commitment, well-being, and instructional practices across the diverse educational settings within Sumilao District.

### **2.3. Research Instruments**

Organizational commitment will be measured using an adapted instrument utilized by Branzuela (2022) in the study on teachers' organizational commitment. It consists of three components: affective commitment, continuance commitment, and normative commitment, with ten (10) items per component, yielding a total of thirty (30) items. The instrument obtained a Cronbach's alpha coefficient of 0.86, indicating high reliability and internal consistency. Responses are measured using a 5-point Likert scale, where 5 represents Strongly Agree, 4 represents Agree, 3 represents Neutral, 2

represents Disagree, and 1 represents Strongly Disagree.

To interpret the level of organizational commitment of teachers, the weighted mean of each indicator was computed and interpreted using the scale below.

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Level of Commitment
4	3.50-4.49	Agree	High Level of Commitment
3	2.50-3.49	Neutral	Moderate Level of Commitment
2	1.50-2.49	Disagree	Low Level of Commitment
1	0.00-1.49	Strongly Disagree	Poor Level of Commitment

Teacher well-being will be measured using an adapted instrument from Akgunduz et al. (2019) and further refined by Wahab and Arazo (2023) "Quality of Work-Life Balance among Teachers and their Performance in Face-To-Face Classes". The instrument consists of six components: teacher autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance, with ten (10) items for each component, totaling sixty (60) items. The instrument demonstrated a Cronbach's alpha coefficient of 0.91, indicating strong reliability. Responses are measured using a 5-point Likert scale, where 5 represents Strongly Agree, 4 represents Agree, 3 represents Neutral, 2 represents Disagree, and 1 represents Strongly Disagree.

To interpret the level of teachers' well-being, the weighted mean of each indicator was computed and interpreted using the scale below.

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Level of Well-Being
4	3.50-4.49	Agree	High Level of Well-Being
3	2.50-3.49	Neutral	Moderate Level of Well-Being
2	1.50-2.49	Disagree	Low Level of Well-Being

1	0.00-1.49	Strongly Disagree	Poor Level of Well-Being
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Teachers' instructional practices will be measured using an adapted instrument developed by Bibon (2022) in the study on teaching competence in public schools. The instrument consists of three components: instructional planning, instructional delivery, and instructional assessment, with ten (10) items per component, yielding a total of thirty (30) items. The instrument obtained a Cronbach's alpha coefficient of 0.96, indicating very high reliability. Responses are measured using a 5-point Likert scale, where 5 represents Always, 4 represents Often, 3 represents Sometimes, 2 represents Rarely, and 1 represents Never.

To interpret the level of instructional practices of teachers, the weighted mean of each indicator was computed and interpreted using the scale below.

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Always	The instructional practices are excellent.
4	3.50-4.49	Often	The instructional practices are very good.
3	2.50-3.49	Sometimes	The instructional practices are good.
2	1.50-2.49	Rarely	The instructional practices are very low.
1	0.00-1.49	Never	The instructional practices are very poor.

#### 2.4. Data Gathering Procedure

Prior to the conduct of the study, the researcher will formally seek permission from the district supervisor of Sumilao District. Upon approval, endorsement letters will be forwarded to the respective school principals of the selected schools. After securing their authorization, informed consent will be obtained from the identified teacher-participants.

Following the approval and consent process, the survey questionnaires will be administered through Google Forms to ensure efficiency in data collection and to minimize disruption of classes

and regular school activities. Clear instructions will be provided to the respondents to guide them in completing the questionnaire accurately.

The researcher will strictly observe ethical standards throughout the data collection process. The confidentiality and anonymity of the respondents will be ensured, and all information gathered will be used solely for academic purposes. Participation will be voluntary, and respondents will be informed that they may withdraw from the study at any time without penalty.

After the completion of data collection, the responses will be systematically organized, coded, tabulated, and prepared for appropriate statistical analysis to address the research questions and test the hypotheses.

### 2.5. Statistical Techniques Used

To analyze and interpret the data gathered in this study, appropriate statistical tools were employed. The weighted mean was used to determine the levels of teachers' organizational commitment, teacher well-being, and instructional practices. This allowed for the computation of average responses based on a five-point Likert scale, which were then given qualitative interpretations such as "High" and "Excellent" to describe the extent of each variable.

To examine the relationships between variables, the Pearson Product-Moment Correlation Coefficient ( $r$ ) was utilized. This statistical technique measured the degree and direction of the relationship between the independent variables—organizational commitment and teacher well-being—and the dependent variable, instructional practices. All relationships were tested at a 0.05 level of significance to determine whether the observed correlations were statistically meaningful.

Furthermore, to identify which variables significantly influence instructional practices, the study employed Multiple Linear Regression Analysis. This method was used to determine the predictive power of the independent variables, both individually and collectively, in explaining variations in instructional practices. The regression model generated an equation of the

form  $Y = a + b_1X_1 + b_2X_2 + b_3X_3$ , where instructional practices served as the dependent variable, and affective commitment, continuance commitment, and positive relations were treated as predictors. Through this analysis, the study was able to determine the proportion of variance explained by the model and identify the most significant predictors influencing teachers' instructional performance.

## 4. RESULTS AND DISCUSSION

### Organizational Commitment of Teachers

The Summary Table on Organizational Commitment reveals that teachers demonstrate a high level of organizational commitment, with an overall mean score of 3.82. Among the three dimensions, affective commitment obtained the highest mean 4.00, followed by normative commitment 3.83, and continuance commitment 3.63. These results indicate that teachers are strongly committed to their institution across emotional, moral, and practical dimensions.

Table 1. Summary of the level of organizational commitment of teachers.

Variables	Mean	Descriptive Rating	Qualitative Interpretation
Affective Commitment	4.00	Agree	High Organizational Commitment
Continuance Commitment	3.63	Agree	High Organizational Commitment
Normative Commitment	3.83	Agree	High Organizational Commitment
<b>Overall</b>	<b>3.82</b>	<b>Agree</b>	<b>High Organizational Commitment</b>

The findings imply that schools have successfully cultivated an environment that promotes teacher engagement, loyalty, and motivation. High affective commitment suggests that school leaders are fostering positive relationships, supportive leadership, and a collaborative culture. This can lead to improved teaching performance, willingness to go beyond required duties, and stronger participation in school initiatives.

Furthermore, the strong normative commitment highlights the importance of shared values and

professional ethics in sustaining teacher dedication. This suggests that institutional practices such as mentoring, recognition, and professional development programs contribute to reinforcing teachers' sense of duty.

Existing literature highlights the importance of emotional and contextual factors in organizational commitment. Hadžiahmetović and Dinç (2017) noted that emotionally committed teachers exert greater effort, while Demirtaş (2018) emphasized that fairness, communication, and job satisfaction strengthen commitment. Gustari and Widodo (2021) added that psychological capital enhances emotional attachment and positive work behaviors. For normative commitment, Lewicka, Karp-Zawlik, and Pec (2017), along with Karngbeae (2022) and Oh and Sawang (2021), linked trust, moral duty, and shared values to consistent performance and responsibility. Meanwhile, Kasogela (2019) and Zainuddin and Noor (2019) found that perceived costs of leaving support retention, though Koskei, Kimutai, and Bagonko (2018) cautioned against overreliance on this factor.

#### Teachers' Well-Being

The Summary of the Level of Teachers' Well-Being shows that teachers experience a high level of well-being, with an overall mean score of 3.72. Among the six dimensions, personal growth 3.96 and positive relations 3.95 obtained the highest means, followed by purpose in life 3.67, teacher autonomy 3.61, self-acceptance 3.58, and environmental mastery 3.55, all interpreted as high.

Table 2. Summary of the level of teachers' well-being.

Variables	Mean	Descriptive Rating	Qualitative Interpretation
Teacher Autonomy	3.61	Agree	High Level of Well-Being
Environmental Mastery	3.55	Agree	High Level of Well-Being
Personal Growth	3.96	Agree	High Level of Well-Being
Positive Relations	3.95	Agree	High Level of Well-Being
Purpose in Life	3.67	Agree	High Level of Well-Being
Self-Acceptance	3.58	Agree	High Level of Well-Being

Overall	3.72	Agree	High Level of Well-Being
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The high level of teachers' well-being implies a positive and supportive school environment that nurtures both professional and personal development. This condition is essential in sustaining teacher motivation, resilience, and job satisfaction. High well-being is likely to enhance instructional effectiveness, as teachers who are psychologically healthy are more engaged in lesson planning, classroom delivery, and assessment. Furthermore, strong interpersonal relationships and a sense of purpose may encourage collaboration, innovation, and commitment to student learning outcomes. However, the relatively lower scores in environmental mastery and self-acceptance suggest the need for continued support systems, such as stress management programs and professional development, to further strengthen teachers' capacity to handle workplace challenges.

These results are supported by literature emphasizing key dimensions of well-being. Maurer (2023) and Verdoodt et al. (2024) highlight that personal growth fosters adaptability and continuous development, while Jiao, Chen, and Lyu (2024) link it to improved self-efficacy and performance. Positive relations, as noted by Chaika (2020) and Lee et al. (2025), provide emotional support and reduce stress, enhancing workplace functioning. Barcaccia et al. (2023) and Ruini et al. (2023) emphasize that a strong sense of purpose promotes motivation and emotional stability. In addition, Pan, Chung, and Lin (2023) and Kleinkorres, Stang-Rabrig, and McElvany (2023) stress the importance of autonomy in sustaining professional satisfaction. Self-acceptance is identified by Rohmah, Formen, and Saraswati (2024) and Bingöl and Batık (2019) as essential for resilience, while Nezelek, Cyprińska, and Gutral (2025) and Maharani, Cinta, and Harun (2024) highlight environmental mastery as crucial for managing demands and maintaining effective performance.

#### Instructional Practices

Table 3 shows that teachers obtained an overall mean score of 4.53 in their instructional practices, interpreted as "Always" and qualitatively described as "Excellent." Among the three dimensions, instructional planning 4.55 received the highest mean, followed by instructional

delivery 4.53 and instructional assessment 4.50, all indicating excellent practice.

Table 3. Summary of the level of instructional practices of teachers.

Variables	Mean	Descriptive Rating	Qualitative Interpretation
Instructional Planning	4.55	Always	The instructional practices are excellent.
Instructional Delivery	4.53	Always	The instructional practices are excellent.
Instructional Assessment	4.50	Always	The instructional practices are excellent.
<b>Overall</b>	<b>4.53</b>	<b>Always</b>	<b>The instructional practices are excellent.</b>

The consistently excellent instructional practices imply that teachers are well-equipped with the competencies needed to facilitate effective learning. High levels of planning contribute to organized and goal-oriented instruction, while strong delivery enhances student engagement and understanding. Effective assessment practices ensure that learning outcomes are monitored and improved through timely feedback. These results suggest that schools are fostering a professional environment that supports instructional excellence through training, collaboration, and continuous improvement.

Moreover, the findings reinforce the idea that strong instructional practices are linked to positive teacher attributes, such as commitment and well-being, which contribute to sustained teaching effectiveness and improved student outcomes.

The findings are supported by Karngebae and Kennedy (2022), who describe instructional planning as a blueprint for ensuring alignment and clarity in teaching. Khanum and Saeed (2020) note that systematic planning enhances teacher confidence and effectiveness, while Adewale (2025) highlights its role in anticipating

challenges and improving student outcomes. For instructional delivery, Culajara and Luces (2023) emphasize teacher qualities such as flexibility and commitment, and Umaha, Ekpoto, and Essien (2025) stress that well-prepared teachers deliver more efficient and engaging lessons, supported by Agim, Igwe, and Olannye (2025) who point to the importance of training and readiness. Regarding assessment, Basilio and Bueno (2021) advocate performance-based evaluation, while Otieno and Magoma (2022) highlight the importance of timely feedback, and Gabia (2023) stresses alignment with curriculum and continuous professional development. These are consistent with the Instructional Core Theory of City et al. (2009), which underscores the interdependence of teaching, content, and learners in effective instruction.

#### Correlation of Variables

Table 4 presents that both organizational commitment 0.490 and teacher well-being 0.700 have significant relationships with instructional practices. Among the dimensions of organizational commitment, affective commitment shows the strongest correlation 0.706, while continuance commitment -0.054 and normative commitment 0.072 show negligible relationships. For teacher well-being, positive relations 0.707 obtained the highest correlation, followed by personal growth 0.633, environmental mastery 0.603, purpose in life 0.581, self-acceptance 0.325, and autonomy 0.264.

Table 4. Relationship between instructional practices and organizational commitment and well-being of teachers.

Independent Variables	Correlation Coefficient	Significance
A. ORGANIZATIONAL COMMITMENT	0.490	0.000**
Affective Commitment	0.706	0.000**
Continuance Commitment	-0.054	0.398
Normative Commitment	0.072	0.258
B. WELL-BEING	0.700	0.000**
Teacher Autonomy	0.264	0.000**
Environmental Mastery	0.603	0.000**
Personal Growth	0.633	0.000**
Positive Relations	0.707	0.000**

Purpose in Life	0.581	0.000**
Self-Acceptance	0.325	0.000**

The findings indicate that instructional practices are more strongly influenced by emotional and psychological factors than by obligation- or cost-based commitment. The strong correlation of affective commitment suggests that teachers who are emotionally attached to their school are more likely to demonstrate high-quality instructional practices, as emotional engagement encourages greater effort, consistency, and dedication in teaching. In contrast, continuance and normative commitment show minimal relationships, implying that staying in the institution due to necessity or duty alone is not sufficient to enhance instructional performance. This suggests that retention strategies should focus more on strengthening emotional connection rather than relying on external pressures or obligations.

The findings are supported by Hadžiahmetović and Dinç (2017), who emphasize that emotionally committed teachers exert greater effort, while Demirtaş (2018) and Gustari and Widodo (2021) highlight the role of positive organizational climate and psychological capital in strengthening affective commitment. Koskei, Kimutai, and Bogonko (2018) caution that commitment based on perceived cost is less effective, and Lewicka, Karp-Zawlik, and Pec (2017) and Kalitanyi (2022) note that normative commitment alone is insufficient without emotional attachment. For teacher well-being, Chaika (2020) and Lee et al. (2025) stress that positive relationships reduce stress and improve performance, while Maurer (2023) and Jiao, Chen, and Lyu (2024) link personal growth to adaptability and self-efficacy. Nezlek, Cypriańska, and Gutral (2025) and Maharani, Cinta, and Harun (2024) emphasize environmental mastery in managing teaching demands, Barcaccia et al. (2023) and Ruini et al. (2023) highlight the role of purpose in preventing burnout, and Pan, Chung, and Lin (2023) and Kleinkorres, Stang-Rabrig, and McElvany (2023) note that autonomy and self-acceptance enhance professional stability. These findings align with the Instructional Core Theory (City et al., 2009), which emphasizes that effective instruction results from the interaction between teachers, students, and instructional decisions.

#### Regression of Variables

Table 5 presents the regression analysis showing the predictors of teachers' instructional practices. Among the predictors, positive relations obtained the highest standardized beta of 0.461, followed by affective commitment with a standardized beta of 0.431, and lastly, continuance commitment with a standardized beta of 0.114. The model has an R<sup>2</sup> value of 0.625, indicating that 62.5 percent of the variation in instructional practices is explained by the predictors included in the model.

Table 5. Regression analysis showing the relationship between instructional practices and organizational commitment and well-being.

Variables	B	Std. Error	β	t	Sig.
Constant	1.49	.194		7.69	.00
	1			5	0
A.					
Organizational Commitment					
Affective Commitment	.457	.053	.431	8.56	.00
				2	0
Continuance Commitment	.129	.045	.114	2.83	.00
				6	5
B. Well-Being					
Positive Relations	.501	.056	.461	9.00	.00
				4	0

The regression results indicate that positive relations, affective commitment, and continuance commitment are significant predictors of instructional practices. Positive relations have the strongest contribution, showing that teachers who experience supportive interpersonal connections are more likely to demonstrate higher-quality instructional practices. Affective commitment also emerged as a strong predictor, suggesting that teachers who are emotionally attached to their school perform more effectively in the classroom through greater ownership and responsibility. Continuance commitment, although smaller in effect, still contributes meaningfully to explaining instructional practices. The high R<sup>2</sup> value shows that the model explains a substantial portion of the variation in instructional practices, indicating that the variables included are highly relevant. Overall, the results suggest that emotional attachment and positive workplace relationships

are critical drivers of effective instructional practices beyond other factors not included in the model.

The findings are supported by Chaika (2020), who emphasized that strong interpersonal relationships enhance emotional support and collaboration, while Lee et al. (2025) noted that positive social connections reduce stress and improve classroom effectiveness. For affective commitment, Hadžiahmetović and Dinç (2017) explained that emotionally committed teachers exert greater effort, while Demirtaş (2018) and Gustari and Widodo (2021) highlighted the role of organizational fairness, job satisfaction, and psychological capital in strengthening commitment and performance. Regarding continuance commitment, Kasogela (2019) and Zainuddin and Noor (2019) noted that perceived costs of leaving and professional ties support retention, although Koskei, Kimutai, and Bogonko (2018) cautioned that it has limited impact on performance when taken alone. These findings align with the Instructional Core Theory (City et al., 2009), which emphasizes that effective instruction emerges from the interaction of teachers, students, and content, and is strengthened by emotional commitment and supportive relationships.

## 5. CONCLUSION

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

1. Teachers in the Sumilao District demonstrated a high level of organizational commitment, with affective commitment emerging as the highest, followed by normative commitment and continuance commitment. This indicates that teachers are primarily driven by emotional attachment and a strong sense of responsibility toward their schools rather than mere necessity.
2. Teachers exhibited a high level of eudaimonic well-being across all dimensions, with personal growth and positive relations as the most prominent. This reflects that teachers are actively engaged in self-development and maintain strong interpersonal relationships, although environmental mastery emerged as the lowest dimension, suggesting some challenges in managing work-related demands.

3. Teachers demonstrated an excellent level of instructional practices across planning, delivery, and assessment. This indicates that teachers are highly competent in preparing, delivering, and evaluating instruction that supports meaningful student learning.

4. There is a significant positive relationship between organizational commitment and instructional practices as well as between teacher well-being and instructional practices. This confirms that both emotional engagement and well-being are important factors influencing teaching effectiveness.

5. Positive relations, affective commitment, and continuance commitment are significant predictors of instructional practices, with positive relations as the strongest influence, followed by affective commitment, and continuance commitment. Overall, the results indicate that emotionally supportive environments and strong teacher commitment are key drivers of instructional excellence.

## 6. RECOMMENDATION

Based on the conclusions of the study, the following recommendations are offered:

1. School principals and administrators are encouraged to strengthen teachers' affective commitment by promoting a positive school climate through trust, recognition, open communication, and sustained professional growth opportunities, including mentorship and career development programs.
2. DepEd district and division supervisors are encouraged to enhance teacher well-being, particularly environmental mastery, by providing training on classroom and time management, technical assistance, and reducing administrative workload, alongside mental health and wellness programs.
3. Teachers are encouraged to sustain their excellent instructional practices while further improving through culturally responsive teaching, differentiated instruction, and active participation in Learning Action Cell (LAC) sessions and continuous professional development.
4. The DepEd Division Office is encouraged to institutionalize holistic teacher development programs that integrate organizational commitment and well-being, while strengthening

positive relations through collaboration, peer mentoring, and professional learning communities.

5. School leaders and policymakers are encouraged to implement policies that promote supportive and collaborative work environments, including peer coaching and shared accountability systems to sustain instructional effectiveness.

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