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Work Passion, Commitment and Teaching Performance: A Study of Teachers in Dapitan City National High School, Schools Division of Dapitan City

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ABSTRACT: This study aimed to determine the work passion, commitment, and teacher performance among teachers of Dapitan City National High School, Schools Division of Dapitan City, during School Year 2025–2026. The respondents were the 150 teachers whose questionnaires were retrieved and considered valid for analysis. The study employed a survey descriptive-correlational research design using a questionnaire checklist and IPCRF-based teacher performance data. Weighted mean, standard deviation, and Spearman rank-order correlation were used in analyzing the data. Findings revealed that the respondents had a very high level of work passion, with an overall mean of 4.60, and a very high level of commitment, with an overall mean of 4.40. Their teacher performance was rated very satisfactory, with a mean of 4.29. Moreover, there was no significant relationship between work passion and teacher performance, and between commitment and teacher performance. It was concluded that although the teachers had very high work passion and commitment, these did not significantly influence their IPCRF-based teacher performance, suggesting that other institutional and instructional factors may affect performance outcomes. Based on the findings, DepEd officials and school heads are encouraged to strengthen position-sensitive professional development, recognition systems, mentoring, coaching, workload management, and school-based support programs.

KEYWORDS: work passion, commitment, teacher performance, public school teachers, professional development

INTRODUCTION

Work passion is an important personal and professional quality that helps teachers remain enthusiastic, committed, and emotionally engaged in their teaching responsibilities. It refers to teachers' strong positive inclination toward their work, as shown through enjoyment, dedication, self-discipline, professional identity, and willingness to continuously improve. Passionate teachers are more likely to create meaningful learning experiences, sustain motivation despite challenges, and positively influence learners through their energy and commitment. Gilal et al. (2019) emphasized that teachers' work passion can be transferred to students through emotional contagion, which may increase students' motivation and engagement in learning. Similarly, Burić and Moè (2020) explained that teacher enthusiasm is closely linked to effective teaching, positive emotions, and favorable student outcomes. Thus, work passion is a vital factor that supports teachers' instructional effectiveness, professional growth, and overall performance in the school setting.

Commitment is an essential professional quality that reflects teachers' loyalty, dedication, and sense of responsibility toward their school, learners, and the teaching profession. It enables teachers to remain focused on their duties, sustain effort despite challenges, and actively contribute to the achievement of educational goals. Committed teachers are more likely to show consistency in lesson preparation, classroom instruction, learner support, and participation in school activities. Meyer and Morin (2016) explained that organizational commitment reflects an employee's psychological attachment to the organization, which may influence work behavior, effort, and retention. Similarly, Toropova, Myrberg, and Johansson (2021) emphasized that teachers' commitment and job satisfaction are shaped by supportive working conditions, teacher characteristics, and the school environment. Commitment strengthens teachers' professional engagement and contributes to better teaching performance and school effectiveness.

Teacher performance refers to the extent to which teachers effectively carry out their instructional duties, professional responsibilities, classroom management practices, and learner-support functions to achieve educational goals. In the Philippine public school system, teacher performance is commonly assessed through the Individual Performance Commitment and Review Form (IPCRF) under DepEd Order No. 2, s. 2015, which established the Results-Based Performance Management System (RPMS) in DepEd. Through the IPCRF, teachers' performance is evaluated based on agreed objectives, key result areas, performance indicators, and means of verification that reflect instructional delivery, planning, assessment, professional growth, and contribution to school improvement. Darling-Hammond et al. (2017) emphasized that teacher performance improves when teachers are provided with effective professional development that strengthens instructional strategies, content

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knowledge, and pedagogical skills. Similarly, Toropova et al. (2021) explained that teachers' performance and effectiveness are influenced by supportive school working conditions, teacher characteristics, and the overall teaching environment. Local studies likewise affirm the relevance of the IPCRF in evaluating and improving teachers' work, as Cruz (2024) found that the IPCRF serves as a useful tool for feedback, professional growth, and performance improvement among teachers. Thus, teacher performance is reflected not only in classroom instruction but also in teachers' ability to plan lessons, manage learners, assess learning outcomes, participate in professional growth, and contribute to school improvement.

The importance of examining work passion, commitment, and teaching performance among teachers lies in their direct implications for educational quality and school improvement. Teachers who are emotionally invested in their work and committed to their profession are more likely to remain engaged, adapt to instructional challenges, and sustain productive teaching behaviors. In turn, strong teaching performance contributes to better classroom outcomes, improved student engagement, and the overall effectiveness of the school system. Teacher commitment is associated with better instructional practices and stronger work engagement (Shu, 2022). Li et al. (2025) pointed out that teacher job performance is shaped by important psychological and organizational factors such as support, self-efficacy, and job satisfaction. These insights suggest that strengthening teachers' inner drive and attachment to their profession may be essential for improving classroom performance and sustaining educational excellence.

The relationship among work passion, commitment, and teacher performance suggests that teachers who are passionate about their work are more likely to develop stronger dedication to their profession and demonstrate better instructional performance. Work passion may serve as an internal motivational force that encourages teachers to enjoy their tasks, remain disciplined, identify strongly with their role, and continue learning. Meanwhile, commitment strengthens teachers' loyalty, responsibility, and willingness to exert effort for school and learner success. Gilal et al. (2019) emphasized that teachers' work passion can positively influence classroom behavior and student motivation through enthusiasm and role modeling. Similarly, Toropova et al. (2021) explained that teachers' performance and job-related outcomes are shaped by teacher characteristics, job satisfaction, and supportive school working conditions. Thus, the relationship among the variables indicates that when teachers possess strong passion and commitment, they are more likely to sustain effective teaching performance and contribute to the overall quality of education.

Despite the growing body of literature on teacher motivation, organizational commitment, and instructional effectiveness, limited studies have examined the combined influence of work passion, commitment, and teaching performance among teachers in the local secondary school context, particularly at Dapitan City National High School. Most existing studies were conducted in foreign settings or broader educational contexts, giving little attention to how these variables interact within a specific public high school in the Philippines. Moreover, while previous researchers have explored teacher commitment and performance or passion and effectiveness separately, few have investigated these three variables together in one study. This creates a gap in understanding whether teachers' passion for work and level of commitment significantly relate to their actual teaching performance in a localized setting. Hence, this study is necessary to fill that gap by providing empirical evidence on the relationship among work passion, commitment, and teaching performance among teachers at Dapitan City National High School, which may serve as a basis for interventions, policy enhancement, and professional development programs.

LITERATURE

Work Passion

Work passion is widely recognized as an important psychological resource that influences how teachers approach their profession and carry out their responsibilities. It refers to a strong positive inclination toward work that individuals value, enjoy, and willingly invest time and energy in. In the teaching profession, work passion is essential because it helps sustain teachers' enthusiasm, perseverance, and emotional investment in classroom instruction. Ruiz-Alfonso and León (2016) explained that passion in education is associated with positive outcomes such as well-being, persistence, dedication, and performance among both teachers and students. Moè (2016) further emphasized that harmonious passion for teaching is positively related to teachers' well-being, suggesting that passionate teachers are more likely to experience satisfaction and effectiveness in their work. These findings indicate that work passion is a valuable factor in strengthening teachers' professional functioning and overall instructional engagement.

Work Enjoyment

Work enjoyment refers to the positive feelings of pleasure, satisfaction, and fulfillment that teachers experience while carrying out their professional duties. In the teaching profession, enjoyment is important because it helps sustain motivation, strengthens emotional well-being, and encourages teachers to remain engaged in classroom instruction. Teachers who enjoy their work are more likely to approach teaching tasks with enthusiasm and resilience, even in demanding school environments. Moè (2016) explained that enjoyment derived from teaching is closely associated with harmonious passion and teacher well-being, indicating that positive emotions at work contribute to a healthier and more productive professional life. Ruiz-Alfonso and León (2016) likewise noted that passion-related positive emotions in educational settings support persistence, satisfaction, and adaptive functioning. These studies suggest that work enjoyment is a vital emotional component that supports teachers' effectiveness and long-term engagement in the profession.

Self-Discipline

Self-discipline is an important personal attribute that enables teachers to regulate their behavior, manage time effectively, and remain focused on professional responsibilities despite classroom demands and workplace pressures. In the teaching profession, self-discipline supports consistency in lesson preparation, punctuality, task completion, and adherence to school policies. It is closely associated with self-regulation because disciplined teachers are more capable of monitoring their actions and sustaining goal-directed behavior. Jung et al. (2017) explained that self-discipline functions as a proximal factor in achieving performance goals because it helps translate self-efficacy into actual accomplishment. Aydan et al. (2025) likewise highlighted that self-regulated behaviors are strong predictors of positive outcomes, since individuals who effectively

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manage their learning and work processes are better able to meet demands and perform successfully. These findings imply that self-discipline is a foundational trait that helps teachers remain organized, purposeful, and effective in their work.

Self-identity

Self-identity, often discussed in the literature as professional identity, refers to how teachers understand themselves, their role, and their purpose within the teaching profession. It shapes how they interpret their responsibilities, respond to institutional demands, and sustain commitment to their work. In education, a strong self-identity helps teachers see teaching not merely as employment but as a meaningful vocation connected to values, competence, and professional growth. Ma (2022) explained that teachers' professional identity is closely tied to their motivation and commitment, making it a central element in how they engage in teaching and learning. Segal (2022) also emphasized that teacher professional identity is formed through teachers' perceived agency, accountability, and sense of responsibility in their work. These studies suggest that self-identity is a foundational aspect of teachers' professional life because it influences how they understand and enact their role in school.

Sense of Learning

Sense of learning refers to teachers' perception that their work continually helps them gain new knowledge, improve professional skills, and grow in their teaching practice. In the educational setting, this dimension is important because teachers who view teaching as a learning process are more likely to remain reflective, adaptive, and open to improvement. Darling-Hammond et al. (2017) emphasized that effective teacher professional learning strengthens teachers' knowledge, instructional practice, and capacity to improve student outcomes. Ma (2022) also explained that teachers' professional identity develops through an ongoing process of learning, motivation, and commitment within academic and social contexts. These studies suggest that a strong sense of learning allows teachers to see their profession as a continuing journey of growth rather than a routine set of tasks.

Teacher Performance

Teacher performance is a central element of educational quality because it reflects how effectively teachers plan instruction, manage the classroom, assess learners, and achieve intended learning outcomes. In most educational systems, teacher performance is viewed as a multidimensional construct that includes instructional clarity, classroom management, student support, and professional responsibilities. Li et al. (2025) explained that teacher job performance is influenced by interrelated factors such as perceived organizational support, self-efficacy, personality, and job satisfaction, showing that performance is both behavioral and contextual. Teig et al. (2024) likewise emphasized that teaching quality includes key dimensions such as instructional clarity, teacher support, and cognitive activation, all of which are closely tied to how teacher performance is understood and evaluated in schools. These studies indicate that teacher performance is not limited to task completion alone but also involves the quality of instructional practices delivered in the classroom.

Individual Performance Commitment and Review Form (IPCRF)

Teaching performance based on the Individual Performance Commitment and Review Form (IPCRF) is widely used in the Philippine educational system as a formal basis for evaluating teachers' accomplishments, competencies, and professional responsibilities. In the DepEd system, teacher performance assessment is anchored on the Results-Based Performance Management System and the Philippine Professional Standards for Teachers, with updated multi-year and interim guidelines continuing through School Year 2024–2025. In empirical literature, Cruz (2024) explained that the IPCRF serves as a structured evaluation tool that can provide feedback for teacher growth and effectiveness. Abarquez et al. (2024) likewise used IPCRF ratings as the basis for measuring teachers' work performance, showing that the form remains a recognized instrument for assessing teacher outcomes in Philippine public schools. These works suggest that IPCRF-based teaching performance is both a policy-driven and research-supported measure of teacher effectiveness.

Conceptual Framework

The conceptual framework is illustrated in Figure 1. Part II highlights the independent variable, work passion which is measured through four indicators, namely: work enjoyment; self-discipline; self-identity; and sense of learning. This section consists of seven-teen (17) items designed to assess the level of work passion. Part III presents the independent variable, commitment, which is evaluated based on eight (8) items. Part IV, presents the dependent variable, teacher performance based on their IPCRF.

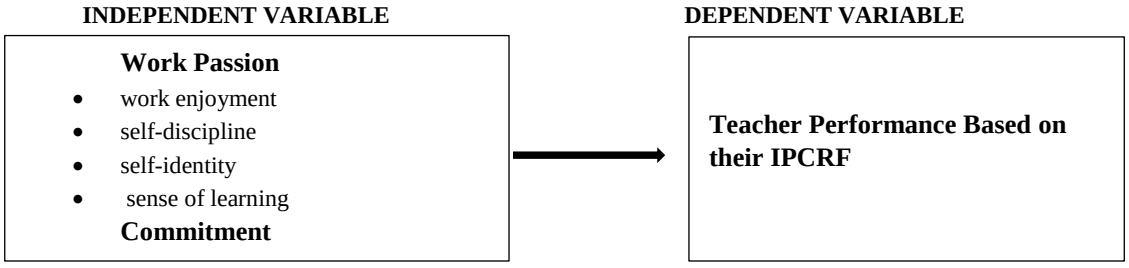


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the work passion, commitment and teaching performance in Dapitan City National High School, Dapitan City during the school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of work passion in terms of:
   1.1 work enjoyment;
   1.2 self-discipline;

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1.3 self-identity; and
1.4 sense of learning?
2. What is the respondents' perceived level of commitment?
3. What is the respondents' level of teacher performance?
4. Is there a significant relationship between perceived level of work passion and level of teacher performance?
5. Is there a significant relationship between perceived level of commitment and teacher performance?

Hypotheses

1. There is no significant relationship between level of work passion and level of teacher performance.
2. There is no significant relationship between level of commitment and level of performance.

Scope and Limitations of the Study

This study focuses on determining the level of work passion, commitment, and teacher performance based on their IPCRF, and examining the relationship between these three variables among 150 respondents in in Dapitan City National High School, Schools Division of Dapitan City, during the school year 2025-2026.

This study is delimited to three major variables: work passion, commitment, and teacher performance. Work passion is measured using four indicators, namely: work enjoyment; self-discipline; self-identity; and sense of learning. Commitment is evaluated based on eight (8) items. Meanwhile, teachers' performance is measured through their Individual Performance Commitment and Review Form (IPCRF) ratings.

RESEARCH METHODOLOGY

Method Used

The study utilized survey and descriptive-correlational research methods. The survey method was used to collect data on teachers' work passion and commitment through a questionnaire, while teacher performance was based on actual data from their Individual Performance Commitment and Review Form (IPCRF). DeCarlo (2021) defines a survey as a research design in which a researcher asks a set of predetermined questions to an entire group or to a sample of individuals. Likewise, McCombes (2019/2025) explains that survey research collects information about a group of people by asking questions and analyzing their responses. Creswell and Guetterman (2019) define correlational research as the systematic investigation of relationships among two or more variables without experimental manipulation. Thus, correlational research is a non-experimental approach in which the researcher measures variables and assesses the statistical relationship among work passion, commitment, and teacher performance based on the IPCRF, without manipulating or controlling the variables.

Research Instrument

The questionnaire used in the study consisted of three parts: Part I: work passion adopted from Krimjai, et al. (2025), with four indicators, namely: work enjoyment; self-discipline; self-identity; and sense of learning. Part II: Commitment adopted from Vulley, D. K. (2021), with eight (8) items; Part III: Teacher performance based on their IPCRF.

Ethical Consideration

This study secured approval from the Research and Ethics Committee of the Department of Education before the conduct of data gathering. Informed consent was obtained from the institution and the individual respondents prior to their participation. The questionnaire was written in clear and understandable language to ensure voluntary and informed participation. The identities of the respondents were kept anonymous, and all information gathered was treated with strict confidentiality. Only essential research data were retained for academic and future research purposes.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the work passion, commitment and teacher performance based on their Individual Performance Commitment and Review Form (IPCRF).

Scoring Procedure

Work Passion and Commitment

Range of Values	Description	Interpretation
4.21-5.00	Strongly Agree	Very High
3.41-4.20	Agree	High
2.61-3.40	Somewhat Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Teacher Performance Based on IPCRF DepEd Order No. 2, s. 2015

Scale	Range Value	Description
5	4.500–5.000	Outstanding
4	3.500–4.499	Very Satisfactory
3	2.500–3.499	Satisfactory
2	1.500–2.499	Unsatisfactory
1	below 1.499	Poor

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Standard Deviation. This is used to determine the homogeneity and heterogeneity of the employee's score, where SD ≤ 3 is homogenous and SD > 3 is heterogeneous Aiken & Susane (2001); Refugio et al. (2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between work passion, commitment and teacher performance based on their Individual Performance Commitment and Review Form (IPCRF). The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
1	1.00-1.80	Strongly Disagree
	0.0	**No correlation**

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of work passion in terms of:
   1.1 work enjoyment;
   1.2 self-discipline;
   1.3 self-identity; and
   1.4 sense of learning?

Table 1: Respondents' perceived level of Work Passion in terms of Work Enjoyment.

Statements	AWV	SD	Description	Interpretation
1. I enjoy my work.	4.72	0.532	Strongly Agree	Very High
2. I really love my work.	4.68	0.617	Strongly Agree	Very High
3. I do not feel exhausted and bored while doing my work.	4.31	0.890	Strongly Agree	Very High
4. I generally feel excited to go to my work.	4.74	3.308	Strongly Agree	Very High
5. I feel good and lively at my work.	4.53	0.711	Strongly Agree	Very High
Overall	**4.60**	**0.878**	**S Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 1 presents the respondents' perceived level of work passion in terms of work enjoyment. The finding shows that all statements obtained Strongly Agree descriptions and Very High interpretations. The highest mean was on the statement, "I generally feel excited to go to my work," with an AWV of 4.74, followed by "I enjoy my work," with an AWV of 4.72, and "I really love my work," with an AWV of 4.68. The lowest mean was on the statement, "I do not feel exhausted and bored while doing my work," with an AWV of 4.31, although it was still interpreted as Very High. The overall mean of 4.60 indicates that the respondents had a very high level of work enjoyment. This means that the respondents generally enjoyed, valued, and felt positive about their work. Their high ratings suggest that they experienced strong emotional attachment to their work, as shown by their enjoyment, love for the job, excitement in reporting to work, and feeling of liveliness while performing their duties. Although the item on not feeling exhausted and bored received the lowest mean, it still shows that respondents generally maintained a positive attitude toward their work despite possible demands or challenges. This implies that the respondents' high level of work enjoyment may contribute to stronger motivation, commitment, job satisfaction, and willingness to perform their duties effectively. When individuals enjoy their work, they are more likely to show enthusiasm, persistence, and positive involvement in work-related tasks. However, the relatively lower score on exhaustion and boredom implies that work enjoyment should still be supported by healthy workload management, recognition, and a positive working environment to prevent fatigue or burnout. It is also important to review the standard deviation of 3.308 in item 4 because it appears unusually high for a 5-point scale and may indicate a possible encoding or computation error.

The current finding is supported by Moè (2016), who found that harmonious passion among teachers was associated with positive well-being and favorable teaching-related outcomes, suggesting that educators who enjoy their work are more likely to experience positive motivation and professional fulfillment. Similarly, Gilal et al. (2019) emphasized that teachers' work passion can influence students through emotional contagion, indicating that passionate teachers may transfer positive energy and enthusiasm to learners. In addition, Jung and Sohn (2022) explained that harmonious work passion reflects enjoyment and personal valuing of work, which can support positive career and work outcomes.

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Table 2: Respondents' perceived level of Teachers-Related Factors in terms of Self-discipline.

Statements	AWV	SD	Description	Interpretation
1. I would still do this work, even I received less pay.	4.46	0.774	Strongly Agree	Very High
2. I get my motivation from the work itself and not from the rewards for it.	4.53	0.682	Strongly Agree	Very High
3. Something inside me forces me to do my work.	4.40	0.819	Strongly Agree	Very High
4. I often work extra hours even though nobody asks me to do so.	4.51	0.653	Strongly Agree	Very High
Overall	**4.47**	**0.577**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 2 presents the respondents' perceived level of teachers-related factors in terms of self-discipline. The finding shows that all statements obtained Strongly Agree descriptions and Very High interpretations. The highest-rated statement was "I get my motivation from the work itself and not from the rewards for it," with an AWV of 4.53 and SD of 0.682. This was followed by "I often work extra hours even though nobody asks me to do so," with an AWV of 4.51 and SD of 0.653. Meanwhile, the lowest-rated statement was "Something inside me forces me to do my work," with an AWV of 4.40 and SD of 0.819, although it was still interpreted as Very High. The overall mean of 4.47 and SD of 0.577 indicate that the respondents had a very high level of self-discipline. This means that the respondents generally demonstrated strong internal motivation, responsibility, and commitment toward their work. They appeared to perform their duties not merely because of external rewards, but because of their own sense of dedication and personal drive. Their willingness to work extra hours even without being asked also shows that they possess initiative, perseverance, and a strong sense of professional responsibility. This implies that teachers with very high self-discipline may be more capable of managing their tasks, sustaining work effort, and maintaining productivity even in the presence of challenges. Their internal motivation may help them remain committed to instructional responsibilities, school-related duties, and professional expectations. However, the strong tendency to work beyond required hours also implies the need for school leaders to monitor workload and promote work-life balance to prevent fatigue, stress, or burnout.

The current finding is supported by Ryan and Deci (2020), who emphasized that intrinsic motivation occurs when individuals engage in an activity because they find it meaningful, satisfying, and personally valuable. This supports the finding that respondents were motivated by the work itself rather than by rewards. Similarly, Skaalvik and Skaalvik (2018) explained that teachers' motivation, self-efficacy, and engagement are important in sustaining commitment and performance in the teaching profession.

Table 3: Respondents' perceived level of Teachers-Related Factors in terms of Self-identity

Statements	AWV	SD	Description	Interpretation
1. I identify myself with the work I do.	4.63	0.608	Strongly Agree	Very High
2. My work reflects qualities that I like about myself.	4.64	0.547	Strongly Agree	Very High
3. I feel a sense of belongingness with my work.	4.68	0.606	Strongly Agree	Very High
4. The work I do is a cause of pride for me.	4.58	0.737	Strongly Agree	Very High
Overall	**4.63**	**0.510**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 3 presents the respondents' perceived level of teachers-related factors in terms of self-identity. The finding shows that all statements obtained Strongly Agree descriptions and Very High interpretations. The highest-rated statement was "I feel a sense of belongingness with my work," with an AWV of 4.68 and SD of 0.606. This was followed by "My work reflects qualities that I like about myself," with an AWV of 4.64 and SD of 0.547, and "I identify myself with the work I do," with an AWV of 4.63 and SD of 0.608. Meanwhile, the lowest-rated statement was "The work I do is a cause of pride for me," with an AWV of 4.58 and SD of 0.737, although it was still interpreted as Very High. The overall mean of 4.63 and SD of 0.510 indicate that the respondents had a very high level of self-identity in relation to their work. This means that the respondents strongly associated their work with their personal identity, values, and sense of belongingness. They viewed their work not merely as a duty or source of income, but as an important part of who they are as professionals. Their strong agreement also suggests that they find meaning, pride, and personal connection in the work they perform. This implies that a strong sense of work-related self-identity may strengthen teachers' commitment, motivation, and professional involvement. When teachers see their work as part of their identity, they are more likely to demonstrate dedication, persistence, and responsibility in performing their duties. However, this also implies that institutions should support teachers' professional identity through recognition, collegial support, professional growth opportunities, and a positive school climate so that their strong identification with work leads to healthy engagement rather than excessive pressure.

The current finding is supported by Van der Want et al. (2018), who emphasized that teachers' professional identity is shaped by their personal beliefs, professional roles, and sense of belonging within the school context. Similarly, Hanna et al. (2019) explained that teacher identity is closely related to motivation, commitment, and the way teachers perceive themselves in their professional role.

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Table 4: ***Respondents' perceived level of Teachers-Related Factors in terms of Sense of Learning.***

Statements	AWV	SD	Description	Interpretation
1. I make every effort to improve the work I do.	4.67	0.552	Strongly Agree	Very High
2. I always attempt to find new and better ways of doing my work.	4.71	0.535	Strongly Agree	Very High
3. I am ever willing to learn more and more about my work.	4.75	0.507	Strongly Agree	Very High
4. I often attempt to perform my work in the best possible way.	4.75	0.480	Strongly Agree	Very High
Overall	**4.72**	**0.469**	**Agree**	**High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 4 presents the respondents' perceived level of teachers-related factors in terms of sense of learning. The finding shows that all statements obtained high mean scores. The highest-rated statements were "I am ever willing to learn more and more about my work" and "I often attempt to perform my work in the best possible way," both with an AWV of 4.75. These were followed by "I always attempt to find new and better ways of doing my work," with an AWV of 4.71, and "I make every effort to improve the work I do," with an AWV of 4.67. The overall mean of 4.72 indicates that the respondents had a very high sense of learning. However, the overall description and interpretation should be reviewed because an AWV of 4.72 usually falls under Strongly Agree and Very High, not Agree and High, if the same scale used in the previous tables is followed. This means that the respondents were highly willing to improve, learn continuously, and perform their work in the best possible way. Their responses show that they valued professional growth and were open to finding better approaches in performing their duties. The very high ratings also suggest that the respondents did not remain passive in their work but actively sought improvement and learning. This implies that the respondents' strong sense of learning may contribute to better teaching practices, adaptability, professional competence, and work performance. Teachers who are willing to learn more and improve their work are more likely to adjust to changing educational demands, apply new strategies, and respond effectively to learners' needs. However, this also implies that school leaders should provide continuous professional development opportunities, mentoring, coaching, and supportive learning environments to sustain teachers' desire for growth.

The current finding is supported by Darling-Hammond, Hyler, and Gardner (2017), who emphasized that effective professional development supports teachers in learning and refining the pedagogical skills needed to improve classroom practice. Similarly, Merino et al. (2025) explained that continuing professional development contributes to improved teaching practices, teacher perceptions, and student learning. In addition, Leung (2025) found that professional development opportunities may enhance teachers' work performance by strengthening professional commitment and work engagement.

Table 5: Summary of Respondents' perceived level of Work Passion

Statements	AWV	SD	Description	Interpretation
A. Work Enjoyment	4.60	0.878	Strongly Agree	Very High
B. Self-discipline	4.47	0.577	Strongly Agree	Very High
C. Self-identity	4.63	0.510	Strongly Agree	Very High
D. Sense of Learning	4.72	0.469	Strongly Agree	Very High
Overall	**4.60**	**0.459**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 5 presents the summary of the respondents' perceived level of work passion. The finding shows that all indicators obtained Strongly Agree descriptions and Very High interpretations. Among the four indicators, sense of learning obtained the highest mean of 4.72 with an SD of 0.469, followed by self-identity with an AWV of 4.63 and SD of 0.510, and work enjoyment with an AWV of 4.60 and SD of 0.878. Meanwhile, self-discipline obtained the lowest mean of 4.47 with an SD of 0.577, although it was still interpreted as Very High. The overall mean of 4.60 and SD of 0.459 indicate that the respondents had a very high perceived level of work passion. This means that the respondents generally showed strong passion toward their work, as reflected in their enjoyment, self-discipline, self-identity, and willingness to continue learning. The highest rating on sense of learning suggests that the respondents were highly motivated to improve, learn new ways of doing their work, and perform their duties in the best possible manner. Although self-discipline obtained the lowest mean, its very high rating still indicates that the respondents possessed strong internal motivation and commitment to accomplish their work responsibilities. This implies that the respondents' very high work passion may contribute positively to their motivation, professional commitment, productivity, and quality of performance. Teachers who are passionate about their work are more likely to show enthusiasm, persistence, dedication, and willingness to improve their practice. However, the result also implies that school administrators should continue supporting teachers through recognition, professional development, healthy workload management, and a positive school climate so that their passion remains sustainable and does not lead to exhaustion or work-related pressure.

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The current finding is supported by Gilal et al. (2019), who emphasized that teachers' work passion may influence their work behavior and may also inspire students through the positive transfer of enthusiasm and motivation. Similarly, Jung and Sohn (2022) explained that harmonious work passion can strengthen work engagement and career commitment, especially when individuals find meaning and enjoyment in their work. In addition, Moè (2016) found that harmonious passion among teachers is associated with better well-being and positive teaching-related outcomes.

2. What is the respondents' perceived level of commitment?

Table 6: Respondents' perceived level of Commitment.

Statements	AWV	SD	Description	Interpretation
1. I am proud to tell others that I am part of DepEd.	4.76	0.501	Strongly Agree	Very High
2. I have no reservation in recommending the teaching profession to others.	4.31	1.042	Strongly Agree	Very High
3. I teach only because I need to earn a monthly income.	3.68	1.244	Strongly Agree	Very High
4. I have no intention of leaving the classroom in the near future	4.37	0.824	Strongly Agree	Very High
5. I consider my school's problems to be part of my responsibilities	4.36	0.900	Strongly Agree	Very High
6. I think that my profession, more than any other, is essential to society	4.57	0.680	Strongly Agree	Very High
7. I am willing to put in a great deal of effort beyond that normally expected in order to help my school be successful.	4.57	0.680	Strongly Agree	Very High
8. I find that my values and those of my school are very similar.	4.58	0.648	Strongly Agree	Very High
Overall	**4.40**	**0.582**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 6 presents the respondents' perceived level of commitment. The finding shows that the respondents generally obtained Strongly Agree descriptions and Very High interpretations across all statements. The highest-rated statement was "I am proud to tell others that I am part of DepEd," with an AWV of 4.76 and SD of 0.501. This was followed by "I find that my values and those of my school are very similar," with an AWV of 4.58, and the statements "I think that my profession, more than any other, is essential to society" and "I am willing to put in a great deal of effort beyond that normally expected in order to help my school be successful," both with an AWV of 4.57. Meanwhile, the lowest-rated statement was "I teach only because I need to earn a monthly income," with an AWV of 3.68 and SD of 1.244, although it was still interpreted as Very High. The overall mean of 4.40 and SD of 0.582 indicate that the respondents had a very high level of commitment. This means that the respondents demonstrated strong attachment, loyalty, and dedication to their profession, school, and the Department of Education. Their high rating on pride in being part of DepEd suggests that they valued their membership in the institution and recognized the importance of their role as teachers. Their willingness to exert extra effort for school success also shows that they were not only performing their duties for personal gain but were also motivated by professional responsibility and institutional commitment. However, the statement on teaching because of monthly income should be interpreted carefully because it may be a negatively worded or mixed-direction item; if so, it may need reverse scoring before computing the overall mean. This implies that highly committed respondents may be more willing to support school goals, remain in the profession, contribute to institutional success, and uphold the values of public education. Their strong sense of commitment may positively influence work performance, collaboration, and service delivery. However, the relatively lower score and higher SD on the income-related item imply that respondents may have varied views on financial motivation, and this should be considered in interpreting their overall commitment. School leaders may therefore sustain commitment by strengthening recognition, professional support, shared values, fair workload, and opportunities for growth.

The current finding is supported by Meyer and Morin (2016), who emphasized that organizational commitment reflects employees' psychological attachment to the organization and may influence retention, effort, and work behavior. Similarly, Toropova, Myrberg, and Johansson (2021) explained that teachers' job satisfaction and professional commitment are shaped by school working conditions, teacher characteristics, and the support they receive in the workplace. In addition, Chesnut and Burley (2016) found that teachers' commitment is associated with professional efficacy and persistence in the teaching profession.

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3. What is the respondents' level of teacher performance?

Table 7: Respondents' perceived level of Teacher's Performance

Scale	Range of Values	Description	F	Percent	AWV	Description
5	4.500 – 5.000	Outstanding	70	46.7%	**4.29**	**Very Satisfactory**
4	3.500 – 4.499	Very Satisfactory	55	36.7%		
3	2.500 – 3.499	Satisfactory	23	15.3%		
2	1.500 – 2.499	Unsatisfactory	2	1.3%		
1	Below 1.499	Poor	0	0%		

F=Frequency, AWV=Average Weighted Value

Table 7 presents the respondents' perceived level of teacher's performance based on the IPCRF scale. The salient findings show that 70 respondents or 46.7 percent were rated Outstanding, while 55 respondents or 36.7 percent were rated Very Satisfactory. Meanwhile, 23 respondents or 15.3 percent were rated Satisfactory, only 2 respondents or 1.3 percent were rated Unsatisfactory, and none of the respondents was rated Poor. The overall Average Weighted Value of 4.29 is described as Very Satisfactory, indicating that the teachers generally performed their duties at a high level. This means that the respondents were able to carry out their teaching responsibilities, instructional tasks, classroom management duties, learner assessment functions, and professional obligations effectively. Although a large group reached the outstanding level, the overall rating remained very satisfactory because a number of teachers were also rated very satisfactory, satisfactory, and a very small group was rated unsatisfactory. This implies that the teachers of Dapitan City National High School generally demonstrated effective teaching performance based on the IPCRF standards. However, the presence of teachers in the satisfactory and unsatisfactory categories suggests the need for continuous technical assistance, mentoring, coaching, classroom observation feedback, and professional development activities to help all teachers improve their instructional delivery and performance outcomes.

The current finding is supported by Darling-Hammond, Hyler, and Gardner (2017), who emphasized that effective professional development strengthens teachers' instructional knowledge, teaching practices, and overall performance. It is also supported by Toropova, Myrberg, and Johansson (2021), who explained that teacher performance is influenced by supportive working conditions, teacher characteristics, and the overall school environment. Similarly, Cruz (2024) affirmed that the IPCRF serves as an important tool for evaluating teachers' performance and identifying areas for feedback, professional growth, and improvement.

4. Is there a significant relationship between perceived level of work passion and level of teacher performance?

Table 8: Test of relationship between perceived level of work passion and teacher performance.

Variables Correlated	rho-value	p-value	Interpretation
Work Passion and Teacher's Performance	0.035	0.666	Negligible/slight positive correlation Not Significant

Correlation is significant at the 0.05 level

Table 8 presents the test of relationship between the perceived level of work passion and teacher performance. The result shows a rho-value of 0.035, which indicates a negligible or very slight positive correlation. However, the p-value of 0.666 is greater than the 0.05 level of significance, which means that the relationship is not statistically significant. Therefore, the null hypothesis is accepted, which states that there is no significant relationship between the perceived level of work passion and teacher performance.This means that although work passion has a positive relationship with teacher performance, the relationship is extremely weak and not enough to establish a meaningful association. The result suggests that teachers' passion for work may not directly translate into higher teacher performance in the present study. Teacher performance may be influenced by other factors such as school leadership, workload, instructional resources, professional development, working conditions, teaching experience, and administrative support. This implies that school heads and DepEd officials should not rely solely on teachers' work passion as a basis for improving teacher performance. Although passion remains an important personal and professional quality, performance improvement programs should also focus on strengthening mentoring, instructional supervision, workload management, teaching resources, supportive leadership, and professional development opportunities. Since the relationship was not significant, teacher performance should be addressed through both personal motivation and organizational support systems.

The current finding contradicts Moè (2016), who found that harmonious passion for teaching was related to teachers' well-being, suggesting that passion can contribute to positive professional functioning among teachers. It also contradicts Gilal et al. (2019), who reported that teachers' work passion can be transmitted to students through emotional contagion, showing that passionate teachers may influence the learning environment and student-related outcomes.

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5. Is there a significant relationship between perceived level of commitment and teacher performance?

Table 9: Test of relationship between perceived level of Commitment and teacher performance.

Variables Correlated	rho-value	p-value	Interpretation
Commitment and Teacher's Performance	0.001	0.993	Negligible/slight positive correlation Not Significant

Correlation is significant at the 0.05 level

Table 9 presents the test of relationship between the perceived level of commitment and teacher performance. The result shows a rho-value of 0.001, which indicates a negligible or almost no positive correlation between commitment and teacher performance. The p-value of 0.993 is greater than the 0.05 level of significance; therefore, the relationship is not statistically significant. Hence, the null hypothesis is accepted, which states that there is no significant relationship between the perceived level of commitment and teacher performance. This means that teachers' commitment has no meaningful statistical relationship with their performance in the present study. Although commitment is generally considered an important professional quality, the very low rho-value suggests that higher or lower levels of commitment were not associated with noticeable changes in teacher performance. Teacher performance may have been influenced more by other factors such as workload, instructional resources, administrative support, teaching experience, professional development, school climate, and the standards used in the IPCRF evaluation. This implies that school heads and DepEd officials should not depend on commitment alone as the basis for improving teacher performance. While commitment remains valuable in encouraging teachers to stay dedicated to their profession and school responsibilities, performance improvement should also include stronger instructional supervision, mentoring, workload management, professional development programs, fair task distribution, and supportive working conditions. Since the relationship was not significant, improving teacher performance requires a broader school-based support system rather than relying only on teachers' personal sense of dedication.

The current finding contradicts Magtoltol (2025), who found that teachers' attitudes and commitment had an impact on job performance, particularly when teachers showed motivation, enthusiasm, and dedication. It also contradicts Bading (2022), who reported that teachers' organizational commitment was examined as an important factor related to school outcomes and students' performance. However, the current finding is supported by Moro and Torres-Santos (2022), who found that organizational commitment did not influence job performance among teachers in a city-owned university in Metro Manila, Philippines, suggesting that commitment may not always translate into higher performance when other personal and institutional factors are present.

DISCUSSION

The findings of the study reveal that the teachers of Dapitan City National High School demonstrated a very high level of work passion and commitment, and a very satisfactory level of teaching performance. The very high work passion indicates that the teachers generally enjoyed their work, practiced self-discipline, identified strongly with the teaching profession, and showed willingness to continue learning and improving. Among the indicators, sense of learning obtained the highest rating, suggesting that the respondents were highly motivated to improve their teaching practices and perform their duties in the best possible way. Similarly, the very high level of commitment shows that the teachers had strong loyalty, dedication, and attachment to DepEd, their school, and the teaching profession. Their pride in being part of DepEd and their willingness to exert extra effort for school success indicate a strong sense of professional responsibility. Meanwhile, their very satisfactory teaching performance based on the IPCRF suggests that the teachers were generally able to carry out their instructional duties, classroom management tasks, assessment functions, and professional responsibilities effectively.

However, the results also showed that work passion and commitment had no significant relationship with teacher performance. The negligible correlation between work passion and teacher performance means that although teachers were highly passionate about their work, this did not significantly influence their IPCRF-based performance. Likewise, the almost zero correlation between commitment and teacher performance indicates that teachers' strong dedication and loyalty did not automatically result in higher performance ratings. These findings suggest that teacher performance is influenced not only by personal qualities such as passion and commitment but also by other institutional and instructional factors, including workload, teaching resources, professional development, administrative support, instructional supervision, and the performance evaluation system. Therefore, while it is important to sustain teachers' passion and commitment, DepEd officials and school heads should also strengthen mentoring, coaching, workload management, recognition systems, and school-based professional development programs to help teachers translate their motivation and dedication into improved teaching performance.

CONCLUSION

Based on the findings of the study, it is concluded that the teachers of Dapitan City National High School possessed a very high level of work passion and commitment, which shows that they generally enjoyed their work, valued continuous learning, identified strongly with the teaching profession, and demonstrated loyalty and dedication to their school and the Department of Education. Their teaching performance was also rated very satisfactory based on the IPCRF, indicating that they were able to perform their instructional duties and professional responsibilities effectively. However, the study further concluded that work passion and commitment were not significantly related to teacher performance. This means that although the teachers were highly passionate and committed, these qualities did not directly influence their IPCRF-based performance. Therefore, teacher performance may be shaped not only by personal motivation and dedication but also by other institutional and instructional factors such as workload, teaching resources, professional development, supervision, mentoring, and administrative support.

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