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**Post-Pandemic Organizational Commitment and Work-Task  
Motivation Among Proficient and Highly-Proficient Teachers**

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**Abstract**

*Commitment and motivation are crucial in the performance of teachers, as it impacts job satisfaction and overall effectiveness. The current study is an inquiry on post-pandemic organizational commitment and work-task motivation among proficient and highly-proficient teachers, specifically in the context of the post-pandemic era. Seventy-eight teachers working in a public elementary school in Marilao North District, Schools Division of Bulacan answered a questionnaire designed to assess commitment and motivation levels. An analysis of quantitative data indicates that proficient and highly-proficient teachers generally have a high level of post-pandemic organizational commitment and work-task motivation. Teachers who feel a strong sense of commitment to the organization are more likely to be motivated to perform excellently in school, as they see the contribution of their individual work to the institution as a whole. Consequently, a highly motivated teacher is more likely to develop a deeper commitment to the organization, as they value their contributions to the experience of learners and the quality of education provided by the school.*

**Keywords:** *Teacher, Organizational Management, Work Motivation, Organizational Commitment, Post-Pandemic Era*

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## **Introduction**

Organizational commitment and work-task motivation are vital for employees as they directly impact their job satisfaction and performance. The same can be said in the educational setting. Organizational commitment and work-task motivation are crucial in the overall performance of teachers, as it contributes to how well they conduct classes and facilitate teaching-learning experiences. This, in turn, influences their effectiveness as educators.

In itself, the changing landscape of education has affected the way teachers commit to their work. The COVID-19 pandemic and its aftermath, however, has brought about unprecedented challenges in the education sector. In the wake of widespread disruptions, teachers had to adapt rapidly to remote and hybrid learning models, and eventually revert to onsite classes without much preparation and support. These came with several unintended consequences, both in terms of how educators teach and how they function within the greater context of the school as a work environment.

In this regard, it has become necessary to examine the significance of organizational commitment and work-task motivation in fostering personal and professional growth, enhancing teachers' performance, and strengthening the school as an organization.

In literature, organizational commitment is defined as the relative degree of a member's involvement and individual identification with a particular organization (Mowday et al., 1979 as cited in Al-Jabari & Ghazzawi, 2019). In his work on the subject, Hendri (2019) writes on organizational commitment, or an employee's state of commitment to the organization and his or her identification with the organization's values and goals. Khan (2022), meanwhile, refers to it as the extent to which teachers feel emotionally connected to the school's mission, values, and goals. In the context of the school setting, commitment to the organization corresponds to the willingness of teachers to invest time and effort in advancing the institution's objectives (Loan, 2020). When teachers are highly committed to the organization, they are more likely to remain dedicated to the institution's goals and values, put in extra effort in what they do, and exhibit higher work performance. Further, this commitment fosters a sense of belonging and promotes a positive work environment, leading to greater collaboration and teamwork among teachers and across the organizational structure (Aranki et al., 2019).

Work-task motivation, on the other hand, pertains to what drives a teacher's engagement and enthusiasm in terms of their day-to-day responsibilities (Syaifullah, 2021). It is argued that work-task motivation has a predictive power on the well-being of teachers (Zewude, 2023), which can also translate into the level of work performance. Work-task motivation, in particular, may also lead to continuous improvement and a willingness to exert extra effort to meet students' needs effectively (Erarslan & Asmalı, 2022). It is argued that teachers are more likely to be passionate about teaching and innovative in their approaches if they are motivated and can derive a sense of personal satisfaction and fulfillment from the work that they do (Bantay & Genuba, 2022).

For the current study, the role of organizational commitment and work-task motivation is highlighted as it is seen in the context of post-pandemic scenarios. Literature notes that work-task motivation corresponds to the internal drive that compels educators to engage actively and passionately in their responsibilities. It is described as a force that enables teachers to pursue excellence in their profession, even amidst difficult circumstances (Demir, 2020). Similarly, a deep commitment to the organization equips teachers with the capacity to persevere amidst post-pandemic challenges and contribute meaningfully to the organization as a whole as well (Grego-Planer, 2019).

Organization commitment and work-task motivation are said to play an important role in the personal and professional growth of teachers. Both help foster a sense of fulfillment, which can consequently enhance job satisfaction and reduce burnout (Rehman, et al., 2021). A committed and motivated teacher is more likely to seek continuous learning opportunities and refine his or her pedagogical skills in the post-pandemic classroom. As such, looking into organizational commitment and work-task motivation among teachers can ultimately contribute to the improvement of teaching-learning processes and the quality of education provided by a school.

### **Statement of the Problem**

The current study is an inquiry on post-pandemic organizational commitment and work-task motivation among proficient and highly-proficient teachers. In particular, it focuses on: 1) the level of teachers' organizational commitment of teachers; and 2) the level of teachers' work-task motivation?

With the above as a guide, arguments will be drawn from empirical information regarding the level of organizational commitment and work-task motivation among teachers. The current research then aims to provide significant contributions in the field of human resource management, both in the context of education and the post-pandemic era.

### **Methodology**

For the current study, the researchers built upon the descriptive approach to investigate and comprehensively detail the level of organizational commitment and work-task motivation among proficient and highly-proficient teachers. This approach allows for a close examination of the subject matter and is instrumental in providing valuable insights into the attitudes and perceptions of educators within the context of their work environment.

Through quantitative data to be gathered, this paper sheds light on certain areas that necessitate prioritization in terms of professional development programs. Competencies that significantly affect the commitment, motivation, and performance of teachers will also be considered.

The study employed a quantitative analysis method in which empirical values are mathematically presented and manipulated to identify and explain the occurrence reflected in the data gathered (Mellinger & Hanson, 2020). The researchers utilized the Statistical Package for Social Sciences (SPSS) software for the presentation, summary, and reporting of the relevant data. Specifically, the software was used to calculate values pertinent to a descriptive statistics approach. The corresponding analysis, as well as other pertinent data mentioned above, will then constitute recommendations towards the improvement of faculty development programs.

### **Respondents and Locale of the Study**

For this study, a total of seventy-eight (78) male and female teachers working in a public elementary school in Marilao North District, Schools Division of Bulacan served as respondents. The group was divided into two career stages: proficient teachers and highly-proficient teachers.

Insights into the post-pandemic organizational commitment and work-task motivation of the respondents, as well as successful tactics and interventions that support both the personal and professional growth of teachers, were likewise contextualized in the above locale.

### **Instrument of the Study**

To achieve the study goals, the researchers administered to the respondents a questionnaire of two parts. The items in Part 1 were adapted from an 18-item organizational commitment questionnaire developed by Shamma-Israe

(2018). The survey items in Part 2, meanwhile, were based on the 15-item Work-Tasks Motivation Scale for Teachers (WTMST) developed by Fernet et al. (2008). The questionnaires were administered to assess the commitment and motivation levels among the respondents.

### Data Processing and Statistical Treatment

The data collected were tabulated and processed using the Statistical Package for Social Sciences (SPSS). The researchers then made use of various descriptive statistical measures (Mean, Percentage and Standard Deviation) to analyze and interpret the gathered data.

## Results and Discussion

### Teacher's Level of Organizational Commitment

For this part of the study, the mean, standard deviations, and ranks were extracted from the teachers' responses on their level of organizational commitment:

**Table 1: Level of organizational commitment of school teachers**

Rank	Statements	Mean	SD	Level
1	Management relationship is built on mutual respect	4.57	0.542	Very High
2	Always attend school.	4.43	0.666	High
3	I prefer the public interest over the personal interest.	4.43	0.698	High
4	I encourage parents to register their children in the school	4.38	0.726	High
5	I invest my time effectively.	4.36	0.742	High
6	I have the willing to work in the school outside the working hours	4.34	0.754	High
7	My school is an organization that is good to work in	4.32	0.759	High
8	The school motivates me to provide the best performance.	4.31	0.761	High
9	I have the willing to stay at my school until I retire	4.27	0.773	High
10	I will participate in the school activities	4.27	0.777	High
11	The reputation of the school concerns me	4.23	0.817	High
12	I make a great effort to help the school to achieve its goals	4.2	0.822	High
13	I am proud to be attending this school	4.19	0.838	High
14	I am ready to do any task that gave to me in the school	4.19	0.842	High
15	I am following up the administrative and organizational affairs of the school	4.11	0.971	High
16	I am ready to keep up with the latest developments to achieve the school's objectives.	4.09	0.978	High
17	The justice organizational climate in the school makes teachers committed to their goals	4.08	0.991	High
18	If I has the chance to work in the school after retirement, I will	3.79	1.121	High
	<b>Organizational Commitment</b>	<b>4.25</b>	<b>0.173</b>	<b>High</b>

The table above contains a total of eighteen (18) statements that illustrate the level of organizational commitment among teachers. The respondents indicated a high overall level of organizational commitment, with a total mean of 4.25. This suggests that teachers consider themselves an integral part of the organization, are committed to its goals, and wish to maintain their membership within it. They are also willing to perform organizational duties and uphold their position within the institution.

The statement with the highest mean score of 4.57, labeled as "Management relationship is built on mutual respect," signifies a very high level of agreement. The following were also given attention: fostering social relationships between teachers and management enhances cohesion, teamwork spirit reduces negative competition, and individual efforts are emphasized for the organization's benefit.

Both the statements "Always attend school" and "I prefer the public interest over personal interest" obtained an identical mean score of 4.43. This shows the respondents' dedication to their work and their strong consideration for the welfare of the public. Meanwhile, the statement "I encourage parents to register their children in the school" obtained a mean score of 4.38. This can be attributed to the policy of the Department of Education which emphasizes providing every learner with access to quality education. It must be noted that one of the teachers' tasks is to encourage parents to enroll their school-age children in educational institutions, such as those in this study's locale.

To summarize, the current research's findings on the post-pandemic organizational commitment of proficient and highly-proficient teachers supports the idea that a teacher's work attitude reflects their involvement in the organization. Higher mean scores on specific items indicate positive teacher attitudes, which in turn influences their commitment to the organization.

### ***Teachers Level of Work-task Motivation***

The motivation of teachers in carrying out their work-tasks is a crucial element in ensuring that school's provide quality education. It has been argued that teachers are instrumental in forming young learners to become nation-builders, which is the reason why their level of work-task motivation must be investigated. For this part of this paper, the evaluation of motivation levels among respondents took into account various aspects of self-determined motivation (intrinsic motivation, identified regulation, and introjected regulation) and non-self-determined motivation (external regulation, and amotivation).

**Table 2: Intrinsic Motivation**

<b>Indicators</b>	<b>Mean</b>	<b>Level</b>
<b>Intrinsic Motivation</b>		
1. Because it is pleasant to carry out this task in this time of pandemic.	5.51	CVS
2. Because I find this task interesting to do during a pandemic	5.58	CVS
3. Because I like doing this task.	5.49	CS
<b>Average Weighted Mean</b>	<b>5.53</b>	<b>CVS</b>

*Legend: 6.50 – 7.00 Correspond Completely (CC); 5.50 – 6.449 Correspond Very Strongly (VCS); 4.50 – 5.449 Correspond Strongly (CS); 3.50 – 4.449 Correspond Moderately (CM); 2.50 – 3.499 Correspond a Little (CL); 1.50 – 2.499 Correspond Very Little (CVL); 1.00 – 1.499 Doesn't Correspond at all (DCA); Weighted Mean (WM); Standard Deviation (SD); Description Interpretation (DI)*

**Table 3: Identified Regulation**

Indicators	Mean	Level
<b>Identified Regulation</b>		
1. Because it is important for me to carry out this task in this time of pandemic.	6.05	CVS
2. Because this task allows me to attain work objectives that I consider important.	6.32	CVS
3. Because I find this task important for the academic success of my learners in this time of pandemic.	6.11	CVS
<b>Average Weighted Mean</b>	<b>6.16</b>	<b>CVS</b>

*Legend: 6.50 – 7.00 Correspond Completely (CC); 5.50 – 6.449 Correspond Very Strongly (VCS); 4.50 – 5.449 Correspond Strongly (CS); 3.50 – 4.449 Correspond Moderately (CM); 2.50 – 3.499 Correspond a Little (CL); 1.50 – 2.499 Correspond Very Little (CVL); 1.00 – 1.499 Doesn't Correspond at all (DCA); Weighted Mean (WM); Standard Deviation (SD); Description Interpretation (DI)*

**Table 4: Introjected Regulation**

Indicators	Mean	Level
<b>Introjected Regulation</b>		
1. Because if I don't carry out this task, I will feel bad knowing that there is a pandemic.	5.67	CVS
2. Because I would feel guilty not doing it.	5.84	CVS
3. To not feel bad if I don't do it in this present situation.	5.59	CVS
<b>Average Weighted Mean</b>	<b>5.70</b>	<b>CVS</b>

*Legend: 6.50 – 7.00 Correspond Completely (CC); 5.50 – 6.449 Correspond Very Strongly (VCS); 4.50 – 5.449 Correspond Strongly (CS); 3.50 – 4.449 Correspond Moderately (CM); 2.50 – 3.499 Correspond a Little (CL); 1.50 – 2.499 Correspond Very Little (CVL); 1.00 – 1.499 Doesn't Correspond at all (DCA); Weighted Mean (WM); Standard Deviation (SD); Description Interpretation (DI)*

In the above tables are the average weighted means for intrinsic motivation (5.53), identified regulation (6.16), and introjected regulation (5.70), which are all components of self-determined motivation. In literature, self-determined motivation corresponds to an individual's motivation and personality, focusing on how he or she behaves within their social environment.

The above components translate into personal satisfaction in work, as driven by factors like empowerment, trust, autonomy, and recognition (Benati & Coccia, 2018). For teachers, self-determined motivation indicates a notable ability to appropriately respond to different situations, develop necessary cognitive and practical abilities, and engage in activities that are recognized for their significance and value, which are all crucial in facilitating classroom instruction. Amidst post-pandemic scenarios, proficient and highly proficient teachers actively adopt self-motivation principles for personal and professional growth. This indicates that high intrinsic motivation, identified regulation, and introjected regulation enhance their interest in their work and commitment to the tasks that they need to perform.

**Table 5: External Regulation**

Indicators	WM	Level
<b>External Regulation</b>		
1. Because my work demands it despite the pandemic.	5.21	CS
2. Because the school obliges me to do it even there is a pandemic	5.32	CS
3. Because I'm paid to do it.	5.34	CS
<b>Average Weighted Mean</b>	<b>5.29</b>	<b>CS</b>

*Legend: 6.50 – 7.00 Correspond Completely (CC); 5.50 – 6.449 Correspond Very Strongly (VCS); 4.50 – 5.449 Correspond Strongly (CS); 3.50 – 4.449 Correspond Moderately (CM); 2.50 – 3.499 Correspond a Little (CL); 1.50 – 2.499 Correspond Very Little (CVL); 1.00 – 1.499 Doesn't Correspond at all (DCA); Weighted Mean (WM); Standard Deviation (SD); Description Interpretation (DI)*

**Table 6: Amotivation**

Indicators	WM	Level
<b>Amotivation</b>		
1. I don't know, I don't always see the relevance of carrying out this task in times of pandemic	4.52	CS
2. I used to know why I was doing this task, but I don't see the reason anymore.	4.45	CM
3. I don't know, sometimes I don't see its purpose.	4.37	CM
<b>Average Weighted Mean</b>	<b>4.45</b>	<b>CM</b>

*Legend: 6.50 – 7.00 Correspond Completely (CC); 5.50 – 6.449 Correspond Very Strongly (VCS); 4.50 – 5.449 Correspond Strongly (CS); 3.50 – 4.449 Correspond Moderately (CM); 2.50 – 3.499 Correspond a Little (CL); 1.50 – 2.499 Correspond Very Little (CVL); 1.00 – 1.499 Doesn't Correspond at all (DCA); Weighted Mean (WM); Standard Deviation (SD); Description Interpretation (DI)*

Non-self-determined motivation, on the other hand, pertains to motivation that is driven by coercion or external rewards (Kumar, et al., 2023). External regulation involves performing activities with the expectation of receiving external rewards while amotivation corresponds to a lack of willingness to act, or a tendency to instead take passive or submissive actions (Norazmi et al., 2019). Such are crucial in the context of a post-pandemic environment.

In comparison to the results for components under self-determined motivation, the average weighted means for external regulation (5.29) and amotivation (4.45) were slightly lower. This suggests that external factors can, to a certain extent, also influence an individual's motivation level, which could bring about positive effects on job performance and increased productivity. In the context of education, the promise of monetary gain, potential achievement, or the pressure to meet the expectations of peers and superiors can also influence how well a teacher performs.

The above are consistent with findings of previous research by Ali (2020), which highlights how attitudes toward tasks are representative of an individual's commitment to contribute to the success of the organization.

## Conclusion

The results of the study indicate that proficient and highly-proficient teachers generally have a high level of post-pandemic organizational commitment. Teachers perceive themselves as integral members of the organization and are, as a result, committed to contributing to the achievement of its goals.

Further, the data gathered illustrate particular aspects of organizational commitment that hold particular significance for teachers. These include building a management relationship based on mutual respect, demonstrating a strong dedication to work, and prioritizing the public interest over personal interests.

With regards to post-pandemic work-task motivation, proficient and highly-proficient teachers have high self-determined motivation, as seen in terms of intrinsic motivation, identified regulation, and introjected regulation. To a certain extent, teachers are motivated by personal satisfaction, valuing of actions, and the integration of work with individual identity, which then drives interest, enjoyment, and competence in the post-pandemic workplace. While external factors may also influence teachers' motivation, their commitment and performance are relatively not as largely dependent on motivation caused by coercion or external rewards.

From the above, it can be seen that teachers who feel a strong sense of commitment to the organization are more likely to be motivated to perform excellently in school, as they see the contribution of their individual work to the institution as a whole. Consequently, a highly motivated teacher is more likely to develop a deeper commitment to the organization, as they value their contributions and impact to the experience of learners and the quality of education provided by the school.

### **Recommendations**

The following are recommended actions meant to help enhance teacher commitment and motivation.

For one, faculty development programs must adequately recognize and support the teachers' dedication to their work. Rewarding consistent attendance and exemplary performance can also help motivate teachers to do better and commit to the tasks that must be accomplished. Further, there must be ample projects aimed at promoting relationship-building, between teachers and superiors and among teachers themselves, in order to promote mutual respect, encourage collaboration, and foster a positive work environment.

Schools must also sufficiently provide opportunities for training and professional development, as these boost the confidence and competence of teachers. Encouraging parent-teacher partnerships likewise helps strengthen the sense of community within the learning environment. Ensuring that communication channels remain open educational institutions can also further improve organizational commitment among proficient and highly-proficient teachers.

Finally, conducting periodic evaluation of the faculty development program can also contribute to cultivating a committed and motivated workforce amidst post-pandemic circumstances. When teachers are committed to the organization and are well-motivated to do what they need to do, they perform better, which is key in ensuring the success of the organization in providing quality education to learners.

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