Influence of Teaching Task Environment on Teachers' Professional Commitment

Lowell G. Lucero, Ed. D., Anthony M. Penaso, And Adelfa C. Silor, Ed. D.

Abstract—This study aimed to examine the professional commitment of public school teachers as influenced by teaching task environment. It also sought to describe the level of teachers' professional commitment along planning strategies, instructional styles, and assessment practices. Further, it described the extent of teaching task environment in terms of teaching load, teaching preparation, class enrolment and school academic achievement. The data gathered was summarized, translated, and analyzed using weighted mean, standard deviation, ranks, and multiple regression analysis. All computations were done using the Statistical Package for Social Sciences (SPSS) software and all tests of hypotheses was set at 0.05 level of significance. The extent of influence of teaching task environment on teachers' professional commitment, it was also found that main teaching assignment, classroom instruction/organization, number of classes, and school academic achievement are potent factors that significantly influence the professional commitment of teachers.

Keywords—Teaching Environment, Teaching, Teacher Commitment, Professional Commitment

I. INTRODUCTION

THROUGH the years, quality education has been the premiere thrust of Philippine education. In its truest sense, quality education means upgrading educational standards geared towards the attainment of educational excellence. One indicator of educational excellence is the presence of highly effective, truly dedicated, and committed classroom teachers.

According to Sanchez (1996), the quality of any school is said to be almost directly proportionate to the quality of classroom instruction given in the school. Likewise, the quality of classroom teaching given in a school is very much dependent upon the quality of the teachers who teach in the school.

Staffing classrooms and schools with teachers who are truly professionals is an important goal in the present educational system. Exemplary teachers, those most sought after by school administrators, pupils, parents and the community, have instructional approaches and interpersonal relationships that appear to reflect strong professional commitment in their work (Riehl and Sipple, 1996).

Professional commitment of teachers is generally

Dr. Lowell G. Lucero, Associate Professor, is with the Mindanao State University-Iligan Institute of Technology, Iligan City, Philippines

Dr. Anthony M. Penaso, President, CARAGA State University, Butuan City, Philippines.

Adelfa C. Silor, Professor, is with the MSU-IIT, Philippines

characterized in three qualities: their strong belief in and acceptance of the school's goals and values; their willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the school's organization (Reyes, 1990). However, eliciting such commitments can be challenging especially if the task and teaching environment are not good.

As observed, enrolment rate and class size in the public schools are increasing. Students from the private schools are transferring to the public schools due to low tuition fee rates. Increase in population in the public schools also increases the teaching load of the teachers. As prescribed by the Department of Education, the teacher must have at least 360 minutes teaching load per week. But due to the increase in class size, most teaching load exceeded 360 minutes.

This phenomenon leads to overcrowded classroom and overloaded teachers which pose a challenge to teacher's professional commitment.

II. OBJECTIVES OF THE STUDY

This study aimed to examine teacher's professional commitment as influenced by teaching task environments. It sought answers to the following questions: (1) What is the level of teacher's professional commitment in terms of: planning strategies, instructional styles, and assessment practices? (2) What is the extent of teaching task environment in terms of: teaching load (*main teaching assignment, second most teaching assignment, grade level assignment, class type, classroom instruction/organization, number of classes, number of teaching hours*); teaching preparation (*number of instructional devices/aids, number of hours spent on school and other school related activities, number of times each class meet during the week, number of lesson plans prepared*); class enrolment; School Academic Achievement? (3) To what extent does teaching task environment influence teacher's professional commitment?

III. METHODOLOGY

This study was designed to examine the teacher's professional commitment as influenced by teaching task environment. The researchers employed the descriptive-correlation method. This study was administered in Public Elementary Schools in Iligan City Division. From the 1, 438 elementary teachers in this Division, 313 were randomly selected to comprise as respondents of the study. Data gathered using two sets of survey questionnaire. The first survey questionnaire gathered information on teacher's

profile and their teaching task environment. The teaching task environment survey consists of 17-items which was sub-divide into: *teaching load, teaching preparation, class enrolment*, and *NEAT* result. Moreover, the second survey questionnaire gathered information on teacher's professional commitment. There were 19-items in this instrument which were sub-divided into three namely: *planning strategies, instructional styles, and assessment practices.* As to the statistical treatment, the researcher make used of frequency counts, percentages, weighted mean, and multiple regression analysis.

IV. RESULTS AND DISCUSSION

The following were the findings arranged according to the objectives of the study.

A. Professional Commitment

Planning Strategies

Table I presents the level of teacher's professional commitment as to planning strategies. It can be gleaned from the table teachers themselves in general, fully utilized the mentioned strategies in their respective classroom instruction. This is probably due to the series of in-service training conducted by the Division to improve teachers' pedagogy. As propounded by Boiser , Devela, Jamora, Leuterio, Maronilla, Perez and Saluba (2000), teachers' behaviors and methods consistently relate to achievements. It is a common observation that many teacher behaviors and planning methods that seem to have an effect in one situation are quite ineffective and inappropriate in another. In this case, the teacher respondents utilized varied methods and behaviors.

TABLE I
TEACHER'S PROFESSIONAL COMMITMENT AS TO PLANNING STRATEGIES

Indicators	Mean	Qualitative Description
When I design my lesson, I consciously:		
1. select instructional materials based upon my knowledge of my pupil's developmental needs and learning styles	4.435	Very Frequent
2. select methods & strategies that accommodate individual needs and interests of specific pupils	4.428	Very Frequent
3. consider how to build upon my pupil's exiting knowledge and experiences	4.332	Very Frequent
4. prepare lessons that is designed to challenge and stimulate all pupils	4.329	Very Frequent
5. consider how to create cooperative learning experiences for my pupils	4.319	Very Frequent
6. select content that meets the school curriculum, competencies, and/or performance standards	4.220	Very Frequent
Average	4.342	Very Frequent

Legend:

Scale	*Range*	*Qualitative Description*
5	4.21-5.00	*very frequent/always*
4	3.41-4.20	*often*
3	2.61-3.40	*sometimes*
2	1.81-2.60	*rarely /as required*
1	1.00-1.80	*never*

Instructional Practices

Table II reveals the level of teachers' professional commitment as to their instructional practices. As indicated, teachers themselves in general, very frequently utilized the mentioned instructional styles in their respective classroom instruction. This means that teachers make use of instructional styles that promotes social interaction and enhances learning by requiring pupils to work in teams with both individual and group responsibilities. According to Lardizabal (1991), one characteristic of a good method is that it stimulates thinking and reasoning. Learning is better when pupils are personally involved and they feel that they are part of what is going in the classroom instruction.

TABLE II
TEACHER'S PROFESSIONAL COMMITMENT AS TO INSTRUCTIONAL STYLES

Indicators	Mean	Qualitative Description
1. I provide enrichment and/or remediation to pupils	4.371	Very Frequent
2. I monitor pupil's understanding of the content and make adjustment accordingly	4.281	Very Frequent
3. I consciously implement a learning activity that requires pupils to read or write in the content area	4.278	Very Frequent
4. I create social interaction among pupils that enhances learning by requiring pupils to work as a team with both individual and group responsibilities	4.211	Very Frequent
5. I move along with the pupils, engaging individually and collectively with them during learning experience	4.153	Often
6. I consciously implement a teaching strategy that stimulate high-order thinking skills	4.141	Often
Average	4.239	Very Frequent

Legend:

Scale	*Range*	*Qualitative Description*
5	4.21-5.00	*very frequent/always*
4	3.41-4.20	*often*
3	2.61-3.40	*sometimes*
2	1.81-2.60	*rarely /as required*
1	1.00-1.80	*never*

Assessment Practices

Table III presents the level of the respondents' professional commitment as to their assessment practices. The result reveals that generally teachers in the Division of Iligan City mostly utilized structured-response test or the so-called objective tests such as multiple-choice test, matching type test and fill-in the blanks test. This is so because it requires the pupils to supply specific and brief answers. In the same manner, it allows the teacher to instantly get the result and directly evaluate pupils' performance.

TABLE III
TEACHER'S PROFESSIONAL COMMITMENT AS TO PLANNING STRATEGIES

Indicators	Mean	Qualitative Description
I consciously make use of:		
1. Multiple Choice Test	4.176	Often
2. Pupil Projects	4.083	Often
3. Matching Type Test	3.920	Often
4. Fill in the Blank Test	3.575	Often
5. Demonstration to Peer	3.316	Often
6. Essay Test	3.089	Sometimes
Average	3.696	Often

Legend:

Scale	*Range*	*Qualitative Description*
5	4.21-5.00	*very frequent/always*
4	3.41-4.20	*often*
3	2.61-3.40	*sometimes*
2	1.81-2.60	*rarely /as required*
1	1.00-1.80	*never*

B. Teaching Task Environment

Main Teaching Load

Figure 1 presents the distribution of teachers' main teaching assignment in their respective school. As shown, majority of the respondents were handling English, Math, Science, and Filipino. This result verifies that the schools in the Division of Iligan City prioritized the employment of teachers in these fields since these were the significant subjects needed for examinations, such as in National Achievement Test (NAT) or any high school entrance test.
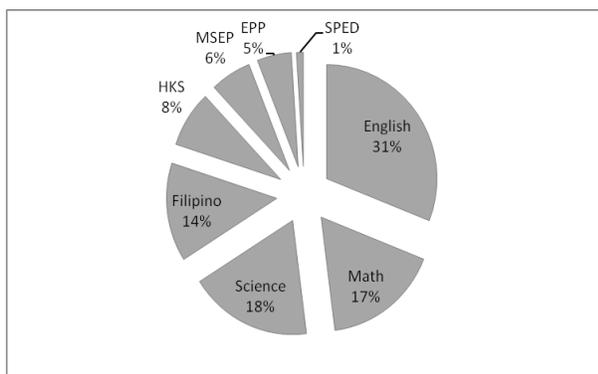

Fig. 1 Main Teaching Load

Second Most Teaching Assignment

Figure 2 shows the distribution of the teachers' teaching load on the other fields beside from their main teaching assignment. As revealed, there was an almost equal distribution of the other subjects: English (13%), Math (17%), Science (14%), Filipino (25%), and HKS (15%) handled by teachers while few other teachers were handling MSEP, EPP, and SPED. This can be evidenced by the following figures 6%, 5%, and 1%.
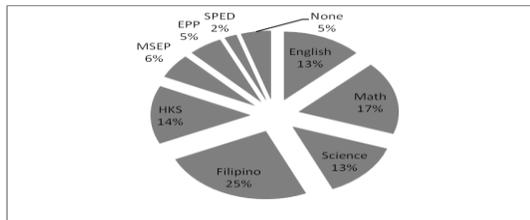

Fig. 2 Second Most Teaching Assignment

Grade Level Assignment

Figure 3 reveals the distribution of the grade levels that the teacher respondents were teaching in their respective schools. As shown, most of the teachers handling the mentioned subjects were dispersed equally from Grades I to VI. The findings indicate that teachers were more concentrated from Grades I to VI since the subjects: English, Math, Science, Filipino, HKS, MSEP, and EPP were prescribed in these grades but not formally present in ungraded/multigrade and in kindergarten, which merely focused on the three R's. Circular No. 16 s. 1970 (Revised Weights of Elementary School Subjects) provides the time allotment of the subjects mentioned above which begin from Grades I to VI. This provision proves the continuum of skills to be taught in each subject starting primary level up to the intermediate level. In this case teachers of different specialization were needed in the different grades as presented in figure 3.
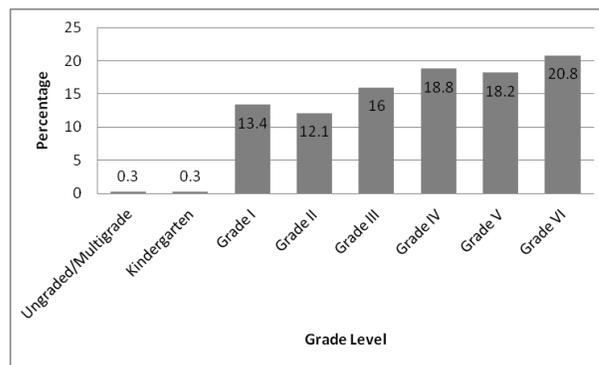

Fig. 3 Grade Level Assignment

Class Type

Figure 4 describes the type of designated class handled by the teacher-respondents. As reflected in the table, majority (68.69%) of the respondents had a heterogeneous class. This finding reveals the fact that in general, most schools have heterogeneous classes. This implies that the school system of Iligan City Division adopts this class type in order to put challenge between pupils with different capacities. According to Brubacher (1981) pupils with different learning styles when grouped together creates intrinsic motivation among themselves.
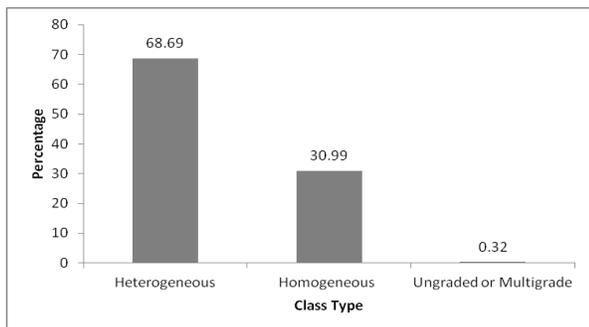
Fig. 4 Class Type

Classroom Instruction/Organization

Figure 5 depicts the categories of organization of classes in the respective schools of the respondents. As reflected, classes in most schools in the Division of Iligan City were organized according to Departmentalized Instruction and Self-Contained Class. This was evidenced by the following figures, 45.7% and 36.1%, respectively. As to Departmentalized Instruction, teachers were required to teach a subject to several classes of different pupils in the school
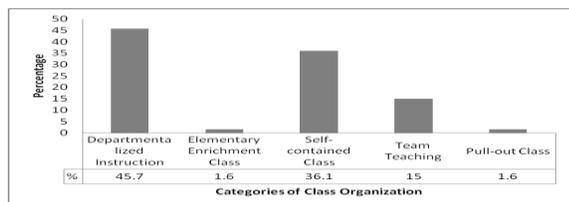

Fig. 5 Categories of Class Organization

Number of Classes

Figure 6 presents the distribution of the number of classes or sections that the teacher respondents are teaching.
As shown, majority (96.80%) of the teachers were handling 1 to 6 classes in their recent full week of teaching. This is very much evident in the schools of the Division of Iligan City. Meantime, there were few teachers handling 7 classes or more in the school.
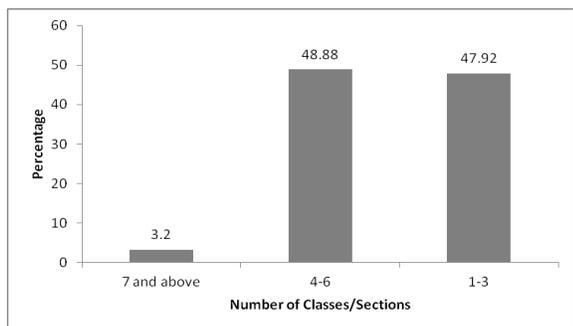

Fig. 6 Number of Classes

Number of Teaching Hours

Table IV shows the number of teaching hours spent by the respondents in their recent full week of teaching in the school.
As revealed, majority (87.54%) of the respondents had teaching hours of 30 to 40, while few of them had more than 40 to 70 teaching hours as shown by the following figures: 10.22%; 1.60%; and .64%, respectively.

TABLE IV
NUMBER OF TEACHING HOURS PER WEEK

Teaching Hours	f	%
1. not less than 30 and not more than 40	274	87.54
2. not less than 40 and not more than 50	35	10.22
3. not less than 50 and not more than 60	5	1.60
4. not less than 60 and not more than 70	2	.64
Total	313	100

Teaching Preparation
Number of Instructional Devises/Aids

Table V describes the number of instructional devices and other instructional aids per subject taught by the respondents during their recent full week of teaching in their respective schools.

TABLE V
NUMBER OF INSTRUCTIONAL DEVICES AND OTHER INSTRUCTIONAL AIDS
PREPARED FOR EACH SUBJECT TAUGHT

No. of Instructional Devices/Aids	f	%
1-2 per subject	101	32.27
3-4 per subject	175	55.91
5-6 per subject	20	6.39
7 above per subject	17	5.43
Total	313	100

Number of Hours Spent on School and Other School Related Activities

Table VI shows how many hours the teacher respondents spent after school, before school and on weekend of the following types of activities: school related activities involving student interaction (eg. coaching, field trips, tutoring, transporting pupils) and other school related activities (eg. preparation and grading of papers, parent conference, attending meetings).

As reflected from the table, nearly three-fourth (74.10%) of the respondents had spent 2 hours in school related activities after school, before school or on weekend and a great majority had spent 1 to 3 hours in other school related activities as evidenced by the figure of 79.20%.

TABLE VI
NUMBER OF HOURS SPENT ON SCHOOL AND OTHER SCHOOL RELATED
ACTIVITIES

No. of Hours	Frequency (school related activities)	%	Frequency (other school related activities)	%
1 hour	57	18.20	80	25.60
2 hours	232	74.10	99	31.60
3 hours	24	7.70	69	22.00
4 hours	0	0	15	4.80
5 hours and above	0	0	50	15.90
Total	313	100	313	100

Number of Times Each Class Meet During the Week

Table VII describes how many times per week does each class handled by the teachers usually meet. It can be gleaned from the table that majority (83.70%) of the respondents had five times meeting period in a week. This means that most classes handled by the teacher respondents are within schooldays.

TABLE VII
NUMBER OF TIMES EACH CLASSES MEET

Period of Class Meeting (weekly)	Frequency	%
Once	8	2.60
Twice	7	2.20
Three Times	2	.60
Four Times	1	.30
Five Times	262	83.70
More than five times	33	10.50
Total	313	100

Number of Lesson Plans Prepared

Table VIII illustrates how many lesson plans were prepared by the teachers for the subject they taught in their respective school.

As revealed, a great majority (87.20%) of the respondents prepared six lesson plans while few of them had three to five preparations as indicated by the following figures: 1.0%, 8.9% and 2.9% respectively. Findings show that teachers were quite loaded in terms of lesson preparation since it takes time, energy and effort to plan and framework your plan (Franco, 1994).

Moreover, findings describe the hectic preparation of teachers which may affect their commitment towards their work. Lindgren (1990) maintains that lesson plan is an indispensable tool to a teacher like an engineer who would not dare to build a bridge without a blueprint. In addition, setting of priorities in the use of resources is part in the planning process. With this alone teachers need more time to prepare a good lesson plan.

TABLE VIII
NUMBER OF LESSON PLANS PREPARED

Number of Lesson Plans	Frequency	%
3	3	1.00
4	28	8.90
5	9	2.90
6	273	87.20
Total	313	100

Class Enrolment

Table IX presents the respondents' total number of pupils enrolled in their class. As reflected from table, majority of the respondents had a class enrollment of 41-50.

This finding revealed that the class size of the respondents fall short of the maximum requirement as provided in Paragraph 72, 1930 Manual Paragraph 106, 1971 Manual where in the primary and intermediate level the class size should be 52 pupils per class. But the shortage of class size as to the maximum requirement on the other hand is an advantage to the teachers since the lesser number of pupils in the class tends to offer top-grade instruction due to the closer supervision of teachers.

TABLE IX
CLASS ENROLMENT

Class Size	Frequency	%
30 below	7	2.24
31-40	39	12.46
41-50	186	59.42
51 above	81	25.88
Total	313	100

School Academic Achievement

Table X presents the academic achievement of the schools of the respondents based on National Achievement test of the division under study.

It can be gleaned from the table, there were four schools who achieved the Mastery level namely: North II District, Northeast I District, South II District, and West District. This can be seen from their obtained mean percentile scores of 82.93, 75.04, 83.11, and 77.42, respectively.

On the other hand, there were five districts who achieved nearing mastery level. These districts affected the overall result of the NAT. From the table, the overall NAT result is nearing mastery level as evidenced by its mean percentile score of 72.28.

TABLE X
SCHOOL ACADEMIC ACHIEVEMENT

District	Average NAT Result for 2 years (%)	Descriptive Rating
Central District	69.58	Nearing Mastery
North 1 District	64.03	Nearing Mastery
North II District	82.93	Mastered
East II District	70.71	Nearing Mastery
Northeast I District	75.04	Mastered
Northeast II District	71.41	Nearing Mastery
South I District	56.30	Nearing Mastery
South II District	83.11	Mastered
West District	77.42	Mastered
Over-all MPS	72.28	Nearing Mastery

Scoring:
96-100 Mastered
86-95 Closely Approximating Mastery
66-85 Nearing Mastery
35-65 Average
15-34 Low
5-14 Very Low
0-4 Absolutely No Mastery

C. Regression Analysis

Table XI presents the regression analysis showing the relationship of teacher commitment with teaching task environment and school's organizational climate.

As reflected in the table, four predictor variables have significant contribution to the variation in the teachers' professional commitment. These are, namely: main teaching assignment, classroom instruction/organization, number of classes handled, and school academic achievement. These are evidenced by the computed t-values of 4.179, 1.986, 2.560, and 2.817, respectively with the corresponding probability values of .000, .048, .011, and .005 which are significant at .05 level.

TABLE XI
CLASS ENROLMENT

Predictor Variables	Coefficient	Standard Error	t-value	Probability
(Constant)	1.986	.495	4.012	.000
Main Teaching Assignment	.0515	0.12	4.179	.000*
Second Most Teaching Assignment	.0016	.002	.733	.464
Grade Level Assignment	.0244	.014	1.739	.083
Class Type	.0187	.031	.608	.544
Classroom Instruction / Organization	-.0379	.019	-1.986	.048*
Number of Classes Handled	-.0357	.014	-2.560	.011*
Number of Teaching Hours	.0039	.005	.846	.398
Number of Instructional Devices prepared	.0144	.010	1.381	.168
Number of Hours spent for school related activities	.0447	.048	.926	.355
Number of Hours spent for Other School Related Activities	.0271	.016	1.732	.084
Number of Times Class Meet	.0165	.025	.655	.513
Number of Lesson Plans Prepared	.0112	.034	.331	.741
Class Enrolment	.0007	.001	.839	.402
School Academic Achievement	-.0126	.004	-2.817	.005*
R-squared: 0.525	F value: 15.34		Probability: 0.000	

The R-squared value of 0.525 indicates that 52.50 percent of the variations in teachers' professional commitment are explained by the four predictor variables, main teaching assignment, classroom instruction/organization, number of classes, and school academic achievement. So, 47.50 percent of the variations in teachers' professional commitment are attributed to factors other than these four predictor variables.

As can be gleaned from the table, the model for teacher professional commitment would be:

$$Y = 1.986 + .05152X_1 - .03790X_2 - .03569X_3 - .01259X_4,$$

where:　Y = teachers' professional commitment
X_1 = main teaching assignment;
X_2 = classroom instruction/organization;
X_3 = number of classes;
X_4 = school academic achievement

Moreover, as indicated by an F-value of 15.344 with a corresponding probability value of 0.000, the regression model is therefore significant.

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