

## Faculty commitment and performance in Montfortian educational institutions: Basis for a faculty development program



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### ABSTRACT

This descriptive-correlational study aims to determine the level of employee commitment and performance of the faculty members of Montfortian educational institutes in Southeast Asia having locale, employment status, educational attainment, and years of service as the selected variables for analysis. The randomly selected sample respondents for the study were the 81 teachers employed in two Montfortian Educational Institutions in Southeast Asia. The level of commitment was measured in three dimensions: Affective commitment, continuance commitment, and normative commitment. The level of performance was measured using four dimensions: Knowledge of the subject matter, knowledge of the nature of the learners, professionalism, and community engagement. Statistical analysis was made using the T-test and ANOVA. The findings of the study showed a "Very High" level of commitment of the faculty members both taken as a whole and when classified according to the selected variables. The exception is the level of continuance commitment among those who have served the school for more than 20 years. The level of performance was found to be "Very Good," although it varied from "Very Good" to "Excellent" when analyzed by variables. A "Moderate Significant Relationship" between the levels of commitment and the levels of performance was established. The "locale" of the respondents significantly made a difference in the levels of commitment and in the relationship between the level of commitment and the level of performance. The result of the study shall be the basis for the formulation of a faculty development program to address the perceived gaps based on the findings of the research study.

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### 1. Introduction

Research on organizational commitment has a long history, and there is a wealth of literature that touches on the bonds that arise between workers and employers (Mowday, 1998). Today's business milieu requires a transition to an efficiency model based on organizational commitment (Herrera and De Las Heras-Rosas, 2021). All organizations need to put in place a solid organizational commitment among the members of their workforce to ascertain that each one functions as a team in order to achieve nonstop improvement and extraordinary performance (Habib et al., 2014).

Experts define employee involvement as the force of individual identification and involvement in a given work group. Employee commitment is closely linked to a variety of good results. In the work setting, organizational commitment has something to do with an employee's commitment to the establishment. People who are committed to their organization feel that they are part of the same (Mottaz, 1988; Chanana, 2021). At the individual level, people who are more committed to the organization also get higher job satisfaction, higher motivation, and less stress. It also tends to improve performance and reduce job-seeking behavior (Mowday, 1998). Employee turnover, on the other hand, and to a lesser extent, other withdrawal behaviors such as poor work performance, increased absenteeism, and frequent tardiness have been identified to be negatively related to engagement (Sagie, 1998; Lambert and Hogan, 2009). In contrast, performance evaluation in the education sector differs from other professions in several ways. In the academe, when we assess teacher performance, the

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irreversible nature of the process gives it a different character (Islam and bin Mohd Rasad, 2006). In a lot of occupations, customer density-satisfaction or the results of the production identify performance (Özgenel and Mert, 2019). The goal of performance assessment is to ascertain the level of individual success for a task and to assess the factors that influence such success.

In this particular research work, teacher performance spells out four fundamental qualities that a Montfortian education must exhibit, that is, someone who masters the subject knows the learners, practices professionalism, and engages the community. These are based on the Montfortian Education Charter (MEC) that outlines the guidelines for all Montfortian schools to ensure the kind of education St. Montfort, their founder, envisioned. The MEC is composed of eight important dimensions that guide all their schools in pursuing their education apostolate. These are spiritual vision, inclusive education, participatory methodology, innovation and creativity, the best interest of the child, partnership networking, respect for community life, and quest for excellence.

There are several things that an employee should exhibit in order to contribute to the success of a company. They are expected to participate and stay, meet specific role expectations, and engage in innovative activities that exceed role requirements (Shahid and Azhar, 2013). This shows the importance of developing committed employees. More important to this is how committed workers become effective workers (Meyer and Maltin, 2010).

This research work determined the level of commitment and performance among Montfortian schools in Southeast Asia, especially in countries A-Malaysia and B-Philippines. Specifically, this study sought answers to determine the same in terms of affective commitment, continuance commitment, and normative commitment when the respondents are taken as a whole and when grouped according to locale, educational attainment, employment status, and length of service, their significant differences, and what faculty development program shall be formulated for the Montfortian Educational Institutes in South East Asia. Ideally, the commitment of Montfortian employees is an internal force that encourages and inspires them to give more time and effort in things that lead to the realization of Montfortian educational philosophy. This commitment pushes them to better their teaching craft and perform based on the ideals of Montfortian education. In the subject schools, teacher-training activities were carried out, but these updating activities were not research-based. In particular, the faculty's commitment to their performance was never taken into account. Thus, it is imperative that the faculty's level of commitment and teaching performance must be identified. This will serve as a basis for the formulation of a faculty development program. It is in this context that this research endeavor was conceived.

## 2. Research methods

### 2.1. Research design

This study uses the descriptive correlational research design. It aims to describe the facts and the characteristics of a given population or area of interest or the characteristics of a particular individual or group. With this, new meaning is discovered, what exists is described, the frequency with which something occurs is determined, and information, associations, and relationships between or among the selected variables are categorized (Dulock, 1993). The descriptive component of the study determines the extent of the status of existing conditions of the independent variables on personal profiles such as the classification of the respondents, the status of the existence of the conditions of employee commitment, and teacher performance as the dependent variables of the study. Correlation finds out the existing relationship among the dependent variables as far as employee commitment and teacher performance of the Montfortian educational institutions in Southeast Asia are concerned. Similarly, a correlational study describes the extent to which two or more quantitative variables are related by the use of the correlational coefficient (Williams, 2007).

### 2.2. Research respondents

This study zeroes in on the faculty commitment and performance among Montfortian schools in Southeast Asia. There are five schools in the district - three in Country A-Malaysia, and two in Country B-Philippines. The total number of faculty in the Montfortian Educational Institutes in the District of Southeast Asia from the 5 schools is 101, with 50 in Country A, and 51 in Country B. To determine the sample size, Slovin's formula was used. The computed sample size was 40 from Malaysia and 41 from the Philippines. This gives a total of 81 teacher respondents. The computed population of the school heads who evaluated teacher performance was 5-3 from Malaysia and 2 from the Philippines. The total computed number of students taken as respondents to evaluate teacher performance in this study was 3,026. This constituted 10% of the total student population. A stratified simple random sampling method was adopted in selecting the respondents who would make up the sample. Table 1 shows the teacher population selected by country and percentage of the number of the respondents for the study.

### 2.3. Research instrument

To measure the level of faculty commitment, an Organizational Commitment tool adapted from Meyer et al. (1993) was used. This tool has three commitment components, namely: Affective commitment, continuance commitment, and

normative commitment. Each component is composed of six items using the five-point Likert Scale.

**Table 1:** Indexed data distribution

Country	Number of institutions	Projected population	Percentage (%)
Country A	3	50	49.50
Country B	2	51	50.50
Total	5	101	100 %

To measure the performance of the faculty members, a five-point rating scaled was used. The researcher developed an instrument based on the Montfortian Vision and Mission as stated in the Montfortian Education Charter. It has four dimensions, namely: masters his subject knows the learners, practices professionalism, and engages with the community.

To ensure the validity of the instrument, the researcher had it validated by 4 education experts using the Good and Scates criteria for validating a questionnaire. The same was administered to 30 randomly selected teachers from Montfort Technical Institute, New Washington, Aklan. The responses of the teacher-respondents were treated using the coefficient alpha (Cronbach Alpha). It is a tool for assessing the reliability of the scales (Wadkar et al., 2016). Moreover, the researcher used the Statistical Package for Social Sciences (SPSS) software to determine the coefficient alpha and to ascertain the reliability of the instrument. The 40-item researcher-made tool obtained a computer-processed Cronbach's Alpha of 0.969. It means that the Instrument is 96.9% reliable.

## 2.4. Data analysis

Descriptive and inferential statistics were used in analyzing the data obtained from the survey. Frequency counts, percentages, means, and t-test were the descriptive statistical tools used in the study.

Frequency count was used to knowing the number of responses under each category. On the other hand, the percentage count was used to refer to the frequency distribution of the number of respondents belonging to each classification. It was divided by the total number of respondents from an obtained frequency and the quotient multiplied by 100 which produced the corresponding percentage.

In order to determine the level of service commitment of Montfortian Educational Institutes in Southeast Asia when taken as a whole by country, and in terms of affective, continuance, and normative commitment of the faculty, the mean was used. This was also used to determine the level of teacher performance of Montfortian educational institutions in Southeast Asia when taken as a whole and when grouped according to locale, educational attainment, employment status, and years of service.

T-test was used to determine the significant differences in the level of faculty commitment and

performance in terms of locale, employment status, and educational attainment.

The researcher used the One-Way Analysis of Variance (ANOVA) to determine significant differences in the level of faculty commitment in the Montfortian educational institutes in Southeast Asia as perceived by the faculty in terms of affective, continuance, and normative commitment. Also, it was also used to determine the level of teacher performance at Montfortian educational institutions in Southeast Asia as perceived by the teachers.

Finally, the Pearson Product Moment Correlation Coefficient was used to determine whether a significant relationship existed between the level of faculty commitment and performance when the teachers would be classified according to locale, educational attainment, employment status, and years of service. The correlation coefficient was used according to the guidelines interpreted the result values as follows: 0 to 0.3-weak positive correlation; 0.3 to 0.7-moderate positive correlation; and 0.7 to 1 -strong positive correlation (Ratner, 2009). The researcher set the level of significance at 0.05 alpha in order to determine whether to accept or reject the null hypothesis.

## 3. Results and analysis

This section presents the collected data on the level of teachers' commitment and teaching performance in the Montfortian educational institutes in Southeast Asia. The discussion is divided following the sub-problems of the study namely: level of faculty commitment in Montfortian educational institutes in terms of affective commitment, continuance commitment, and normative commitment when the respondents are taken as a whole and when grouped according to locale, educational attainment, employment status, and length of service; significant differences in the level of faculty commitment in terms of affective commitment, continuance commitment, and normative commitment when analyzed according to locale, educational attainment, employment status, and length of service; level of teacher performance in Montfortian educational institutes in terms of mastery of subjects, knowledge of the nature of the learner, professionalism, and engaging the community when the respondents are taken as a whole and when grouped according to locale, educational attainment, employment status, and length of service; significant differences in the level of teacher performance in Montfortian educational institutes in terms of mastery of subjects, knowledge of the nature of the learner, professionalism, and engaging the community when grouped according to locale, educational attainment, employment status, and length of service; significant relationship between faculty commitment and performance in Montfortian educational institutes; and the faculty development program shall be developed for the Montfortian Educational Institutes in South East Asia.

### 3.1. Level of faculty commitment in Montfortian educational institutes

The level of commitment in Montfortian Institutes when faculty respondents when taken as a whole and when classified according to the chosen variables ranges from 3.81 to 4.34, which all fall within the range of the "Very Good" level. A "Very Good" level of commitment means that, as a whole, the faculty commitment was manifested "most of the time" in Montfortian educational institutes in Southeast Asia. As to locale, educational attainment, employment status, and years of service, the faculty members practiced their commitment "most of the time." The "Most of the time" response implies that the faculty members of the Montfortian educational institutes are emotionally attached to the institution and still want to stay because of the benefits they enjoy. It also means that they are obliged to work in the institution because they feel that they are part of it. The result on the level of commitment and the standard deviation are presented in [Table 2](#).

**Table 2:** Level of faculty commitment in Montfortian educational institutes

Category	Mean	Description	SD
A. Entire Group	4.20	Very good	0.48
B. Locale			
Country A	4.09	Very good	0.59
Country B	4.31	Very good	0.32
C. Educational Attainment			
College	4.18	Very good	0.49
Master	4.34	Very good	0.48
D. Employment Status			
Contractual	4.20	Very good	0.42
Permanent	4.20	Very good	0.51
E. Length of Service			
Less than 5 years	4.23	Very good	0.40
5 years to 10 years	4.20	Very good	0.55
11 years to 20 years	4.16	Very good	0.51
Above 20 years	3.81	Very good	0.12

Scale: 4.51-5.00 - Excellent, 3.51- 4.50 - Very Good, 2.51- 3.50 - Good, 1.51- 2.5 and 1.00 - 1.50

#### 3.1.1. Level of affective commitment in Montfortian educational institutes of faculty members

The faculty members of the Montfortian Educational Institutes as an entire group, (M=4.32, SD=0.44), have a "very good" level of affective commitment. When classified as locale, educational attainment, employment status, and length of service, both the faculty members in Country A and Country B have a "very good" level of affective commitment. The results of the levels and the standard deviation are presented in [Table 3](#).

#### 3.1.2. Level of continual commitment among faculty members

The faculty members of the Montfortian Educational Institutes as an entire group, (M=3.01, SD=0.56) have a "very good" level of continuance commitment. The same is true when they are classified by locale, educational attainment, and employment status.

As to the length of service, all faculty members in Montfortian Educational Institutes within all tenure periods (0-5 years, 5-10 years, 11-20 years) have a very good level of continuance commitment. Perhaps, the employees consider the loss of the benefits and privileges that they are enjoying if they leave.

**Table 3:** Level of affective commitment in Montfortian educational institutes

Category	Mean	Description	SD
A. Entire Group	4.32	Very good	0.44
B. Locale			
Country A	4.20	Very good	0.53
Country B	4.44	Very good	0.30
C. Educational Attainment			
College	4.32	Very good	0.47
Master	4.33	Very good	0.22
D. Employment Status			
Contractual	4.39	Very good	0.36
Permanent	4.28	Very good	0.48
E. Length of Service			
Less than 5 years	4.37	Very good	0.37
5 years to 10 years	4.28	Very good	0.52
11 years to 20 years	4.23	Very good	0.42
Above 20 years	4.42	Very good	0.12

Scale: 4.51-5.00-Excellent, 3.51-4.50-Very Good, 2.51-3.50-Good, 1.51-2.50-Fair, and 1.00-1.50-Poor

Continuance commitment has something to do with the employees not leaving the company. Doing otherwise means losing the benefits and the advantages that the management offers. The fact that workers continue to work in the current organization shows that there are no external alternative employment opportunities, and it is difficult to transfer basic skills to another organization. This is a continuance commitment.

The fact that the workers keep working at the present organization is an indication that there are no alternative job opportunities outside and that they will experience difficulties in transferring their basic skills to another organization; this constitutes continuance commitment. Such commitment is also known as rational engagement. This means that you someone will continue to be a part of the organization, as leaving will incur high costs ([Özdem, 2012](#)).

This high level of continuance commitment stems from a well-thought-of analysis of the survey items. These reflect their commitment to stay in the organization, be more involved in the organization's operations, feel united with the organization, and take the organization's problems as their own. It is hard to find work, hence leaving is the least thing they consider. Results are presented in [Table 4](#).

#### 3.1.3. Level of normative commitment among faculty members in Montfortian educational institutes

[Table 5](#) shows that faculty members as an entire group, (M=4.27, SD=0.59), have a very good level of normative commitment when classified by locale, educational attainment, employment status, and length of service.

**Table 4:** Level of continuance commitment in Montfortian educational institutes

Category	Mean	Description	SD
A. Entire group	4.01	Very good	0.56
B. Locale			
Country A	3.88	Very good	0.62
Country B	4.14	Very good	0.47
C. Educational attainment			
Bachelor	4.00	Very good	0.58
Master	4.17	Very good	0.33
D. Employment status			
Contractual	4.01	Very good	0.58
Permanent	4.02	Very good	0.56
E. Length of service			
Less than 5 years	4.05	Very good	0.53
5 years to 10 years	4.05	Very good	0.60
11 years to 20 years	3.92	Very good	0.43
Above 20 years	3.25	Good	0.56

Scale: 4.51-5.00-Excellent, 3.51-4.50-Very Good, 2.51-3.50- Good, 1.51-2.50-Fair, and 1.00-1.50-Poor

This means that the faculty members of the Montfortian Educational Institutes from Country B have a different level of commitment from their counterparts in Country A. This is explained by the fact that cultural differences between different countries can affect organizational attachment and commitment. This is explained by the fact that cultural differences between different countries can affect organizational attachment and commitment. The higher level of normative commitment shows their uniform psychological state of mind that tells them that being part of the organization is their duty and responsibility. Normative commitment is associated with the obligation that employees feel about staying in the company (Meyer and Maltin, 2010). This commitment is described as a condition for continuing to work in the current organization due to some social norms and a sense of guilt and pressure.

Faculty members with over 20 years of service scored lower with an M of 3.75 in their level of normative commitment than the other groups in this category. The lower normative commitment levels may have resulted from the following: 1) emotional fatigue and psychological anxiety; 2) the teacher's mentality that their organization is not as beneficial to them as they should be, and that no guilt is felt when they leave; and 3) the absence of the feeling of responsibility for their co-workers. Their cultural and religious values and ideology demand it from them, and continuing to work there is the right thing to do.

### 3.2. Significant differences in the level of faculty commitment

Table 6 shows the difference in the level of commitment of faculty members classified by locale, educational attainment, and employment status using the t-test. The difference in the level of commitment when faculty members are classified according to the length of service is determined using one-way ANOVA. The level of significance is set at  $\alpha=0.05$ .

There is a significant difference in the level of commitment when the respondents are taken as a

whole and classified by locale. No significant differences are noted in the commitment of faculty members classified by educational attainment, employment status, and length of service.

**Table 5:** Level of normative commitment in Montfortian educational institutes

Category	Mean	Description	SD
A. Entire group	4.27	Very good	0.59
B. Locale			
Country A	4.19	Very good	0.73
Country B	4.35	Very good	0.41
C. Educational attainment			
Bachelor	4.24	Very good	0.59
Master	4.52	Very good	0.56
D. Employment status			
Contractual	4.20	Very good	0.50
Permanent	4.31	Very good	0.64
E. Length of service			
Less than 5 years	4.28	Very good	0.50
5 years to 10 years	4.28	Very good	0.64
11 years to 20 years	4.33	Very good	0.82
Above 20 years	3.75	Very good	0.12

Scale: 4.51-5.00-Excellent, 3.51-4.50-Very Good, 2.51-3.50-Good, 1.51-2.50-Fair, and 1.00-1.50-Poor

Levene's test for equality of variances for faculty level commitment when the faculty members are classified by locale shows a 0.000 significance which is less than the value set at  $\alpha=0.05$ . This implies that the t-value, degrees of freedom, and 2-tail significance results for equal variances not assumed are used in this report to avoid violation of the assumption of equal variance. The t-test result for independent samples shows that there is a significant difference in the level of commitment when the faculty members were classified by locale,  $t(59.93)=-2.08, p=0.042<0.05$ .

No significant difference is noted in the level of faculty commitment of the permanent and contractual employees. This may be due to the fact that the number of permanent teachers and contractual teachers among those surveyed is about the same. As regards educational attainments, the results showed that there are no significant differences in the level of faculty commitment. Educational qualifications do not significantly affect the organizational commitment of an individual. There was also no significant difference in the organizational commitment levels of male employees and female employees. Similarly, education level and age did not significantly affect the organizational commitment of people surveyed.

#### 3.2.1. Differences in the level of affective commitment

Table 7 reveals that there is a significant difference in the level of affective commitment when the faculty members are classified by locale. No significant differences are noted in the affective commitment of faculty members classified by educational attainment and employment status.

Levene's test for equality of variances for faculty level of affective commitment when faculty members are classified by locale shows a 0.005 significance which is less than the value set at  $\alpha=0.05$ . The t-test

result for independent samples shows that there is a significant difference in the level of affective commitment when the faculty members are classified by locale, [t (60.83)=-2.48, p=0.016<0.05].

**Table 6:** Level of commitment in Montfortian educational institutes

Variable	M	t-value	df	2-tail significance
A. Locale				
Country A	4.09	-2.08*	59.93	0.042
Country B	4.31			
B. Educational attainment				
Bachelor	4.18	-0.92*	79	0.361
Master	4.34			
C. Employment status				
Contractual	4.20	-0.02*	79	0.981
Permanent	4.20			

\*: p<0.05-significance

Moreover, Levene’s test for equality of variances for faculty level of affective commitment when faculty members are classified by educational attainment and employment status shows a significance greater than 0.05 which implies that the t-value and degrees of freedom results for equal variances assumed are used in this presentation of result. No significant differences are noted in the affective commitment of faculty members classified by educational attainment [t (79)=-0.17, p=0.907>0.05], and employment status [t(79)=1.12, p=0.266>0.05].

The significant difference in the level of affective commitment between the surveyed teachers from Country A and Country B may be explained by the fact that the faculty respondents from Country B feel a sense of affiliation and acceptance toward their institutions. Moreover, these people have strong emotional ties to their schools. The same respondents also scored a higher mean score in affective commitment compared to the other components of the commitment scale.

**Table 7:** Differences in the level of affective commitment of faculty members

Variable	M	t-value	df	2-tail significance
A. Locale				
Country A	4.20	02.48*	60.83	0.016
Country B	4.44			
B. Educational attainment				
Bachelor	4.31	0.17*	79	0.907
Master	4.33			
C. Employment status				
Contractual	4.39	1.12*	79	Reject Ho
Permanent	4.28			

\*: p<0.05-significance

**3.2.2. Differences in the level of continuance commitment**

Table 8 shows that there is a significant difference in the level of continuance commitment when the faculty members are classified by locale. No significant differences are noted in the level of continuance commitment of faculty members classified by educational attainment and employment status.

Levene’s test for equality of variances for faculty level of continuance commitment when faculty

members are classified by locale shows a 0.016 significance which is less than the value set at  $\alpha = 0.05$ . The t-test result for independent samples shows that there is a significant difference in the level of continuance commitment when the faculty members are classified by locale, [t (72.58)=-2.12, p=0.037<0.05]. No significant differences are noted in the level of continuance commitment of faculty members classified by educational attainment, [t (79)=-0.86, p=0.390>0.05], and employment status, [t (79)=-0.04, p=0.972>0.05].

The significant difference in the level of continuance commitment between faculty members in Country A and their counterparts in Country B reflects the difficulty of teacher-respondents from Country B to leave their organizations for multifarious reasons such as the big disadvantage of leaving the current work due to the uncertainties brought about by the COVID-19 pandemic, as well as the scarcity of job opportunities. Therefore, the faculty members thought it was appropriate to stay in the organization because they could not afford to bear the financial losses away. That the workers stay at their present job as there are no job options outside, and it will be hard for them to transfer their basic skills to another organization constitutes continuance commitment. This kind of commitment is also called rational commitment which means continuing to be a member of that organization as leaving would cost high.

**Table 8:** Differences in the level of continuance commitment of faculty members

Variable	M	t-value	df	2-tail significance
A. Locale				
Country A	3.88	2.12*	72.58	0.037
Country B	4.14			
B. Educational attainment				
Bachelor	4.00	0.86*	79	0.390
Master	4.17			
C. Employment status				
Contractual	4.01	0.04*	79	0.972
Permanent	4.02			

\*: p<0.05-significance

**3.2.3. Differences in the level of normative commitment**

The results show that there is no significant difference in the level of normative commitment when the faculty members are classified by locale, educational attainment, and employment status as presented in Table 9. Levene’s test for equality of variances for faculty level of normative commitment when faculty members are classified by locale shows a 0.000 significance which is less than the value set at  $\alpha=0.05$ . The t-test result for independent samples shows that there is no significant difference in the level of normative commitment when the faculty members are classified by locale, [t (60.86)=-2.38, p=0.238>0.05].

Also, no significant differences are noted in the level of normative commitment of faculty members classified by educational attainment, [t (79)=-1.33, p=0.187>0.05], and employment status, [t (79)=-

0.86,  $p=0.392>0.05$ ]. The results show no significant differences in the level of normative commitment of faculty respondents in both countries. In other words, teachers choose not to leave the organization because they believe they have a responsibility to fulfill at their institution, regardless of where they live, their educational background, or their employment status. This may be due to the idea that teachers tend to stay in school organizations because of the strong cultural and familial ethics that make up normative organizational commitment.

**Table 9:** Differences in the level of normative commitment of faculty members

Variable	M	t-value	df	Decision
<b>A. Locale</b>				
Country A	4.19	1.19	60.86	0.238
Country B	4.35			
<b>B. Educational attainment</b>				
Bachelor	4.24	1.33	79	0.187
Master	4.52			
<b>C. Employment status</b>				
Contractual	4.20	0.86	79	0.392
Permanent	4.3			

**Table 10:** Differences in the level of commitment of faculty members classified as to the length of service

Variable	Sum of squares		Total	df		Total	Mean squares		F Ratio	F Prob
	Between groups	Within groups		Between groups	Within groups		Between groups	Within groups		
Length of service	0.359	18.058	18.417	3	77	80	0.120	0.235	0.511	0.676

### 3.2.5. Differences in the level of affective and normative commitments

Table 11 shows that there is no significant difference in the level of affective commitment when faculty members are classified by length of service,  $[F (3, 77)=0.345, p=0.793>0.05]$ . The absence of significant differences in the results on the level of affective commitment among faculty members by the length of service is due to the different lengths of their service, yet they showed a similar level of emotional affinity to their institutions. This means that length of service does not influence the affective commitment of faculty members. These teachers, then, choose to stay in the institution because they are attached emotionally to the Montfort Educational Institutes and adhere to its purpose.

The results of this study further show that there is no significant difference in the level of continuance commitment when faculty members were classified by length of service,  $[F (3, 77)= 0.427,$

### 3.2.4. Differences in the level of commitment of faculty members classified by length of service

Table 10 shows that there is no significant difference in the level of commitment when faculty members are classified by the length of service,  $[F (3, 77)=0.511, p=0.676>0.05]$ .

This result can be interpreted with the idea that the faculty members in the Montfortian schools in Country A and Country B, regardless of their many years of experience, are loyal to the school organization. They may feel that their administration is taking care of them and that it is their obligation to stay. In addition, Montfortian school leaders have successfully conveyed the essence of the school, which helps teachers value the school more, eventually increasing their sense of loyalty to the institution. The school's Vision-Mission statement has been made clear to everyone. Thus, teachers, young and old alike, have become zealous and committed to the development of the school, more especially of the students under their care.

$p=0.241>0.05]$ . The results also indicate that regardless of their tenure or length of service, the faculty members surveyed felt the need to stay in their institutions and show appreciation for all the benefits they have enjoyed from them. This means that teachers at Montfortian schools, regardless of the length of service, continue to commit to their respective institutions due to reasons such as compensation and lack of alternative jobs.

The results show that there is no significant difference in the level of normative commitment when faculty members are classified by length of service,  $[F (3, 77)= 0.538, p=0.658>0.05]$ . This result reflects the faculty respondents' very high level of normative commitment to their organizations despite their different lengths of service. This means that respondents still have moral obligations to their employers, students, parents, and colleagues and thought it is not right to leave the institution at this time.

**Table 11:** Differences in the level of affective, continuance, and normative commitment of faculty members

Variable	Affective commitment										
	Sum of squares			df			Mean squares			F Ratio	F Prob
	Between groups	Within groups	Total	Between groups	Within groups	Total	Between groups	Within groups			
Length of service	0.210	15.602	15.811	3	77	80	0.070	0.203	0.345	0.793	
<b>Continuance commitment</b>											
Length of service	1.321	23.746	25.067	3	77	80	0.440	0.308	1.427	0.241	
<b>Normative commitment</b>											
Length of service	0.579	27.612	28.191	3	77	80	0.193	0.359	0.538	0.685	

### 3.3. Level of performance among faculty members

As shown in Table 12, the faculty respondents as an entire group manifested an “excellent” level of performance in Montfortian Educational Institutes (M=4.47, SD=0.25). When classified by locale, the faculty members in County A indicated a “very good” level of performance, (M=4.35, SD=1.24), and the faculty members in Country B showed an “excellent” level of performance, (M=4.57, SD=0.30). As to educational attainment and employment status, the faculty members with master’s degrees and contractual status manifested an “excellent” level of performance while the faculty members with bachelor’s degrees and permanent status showed a “very good” level of performance. When the faculty members are grouped according to the length of service, those with less than 5 years of service and those with 11 to 15 years of service, manifested an “excellent” level of performance, while the faculty with 5 to 10 years of service and those with over 20 years of service manifested a “very good” level of performance in the Montfortian Institutes in Southeast Asia. The faculty performance scores of the entire group and the scores of faculty members from Country B, with master’s degrees, with contractual status, with less than 5 years of service, and with 11 to 15 years of service, range from 4.47 to 4.59, which fall within the range for an “excellent” level. The faculty performance scores of the faculty members from Country A, with bachelor’s degrees, with permanent employment status, with 5 to 10 years of service, and with over 20 years of service, range from 4.35 to 4.46, which fall within the range of a “very good” level of performance. In this study, the Montfortian faculty members are highly committed so their performance is also high.

**Table 12:** Level of performance in Montfortian educational institutes of faculty members

Category	Mean	Description	SD
A. Entire group	4.47	Very good	0.25
B. Locale			
Country A	4.35	Very good	0.27
Country B	4.59	Excellent	0.16
C. Educational attainment			
College	4.46	Very good	0.24
Master	4.53	Excellent	0.30
D. Employment status			
Contractual	4.53	Excellent	0.16
Permanent	4.44	Very good	0.28
E. Length of service			
Less than 5 years	4.51	Excellent	0.18
5 years to 10 years	4.42	Very good	0.30
11 years to 20 years	4.56	Excellent	0.25
Above 20 years	4.42	Very good	0.16

Scale: 4.51-5.00-Excellent, 3.51-4.50-Very Good, 2.51-3.50-Good, 1.51-2.50-Fair, and 1.00-1.50-Poor

#### 3.3.1. Level of knowledge of the subject matter performance

Table 13 indicates that as an entire group (M=4.47, SD=0.29), the faculty members in Montfortian Institutes have a “very good” level of

knowledge of subject matter performance. When classified by locale, the faculty members in Country A, (M=4.38, SD=0.3), have a “very good” level of performance in the knowledge of subject matter while the faculty members in Country B, (M=4.56, SD=0.19), are “excellent.”

Classified by educational attainment, the faculty members who are holders of college degrees (M=4.45, SD=0.28) have an excellent level of performance and those with master’s degrees (M=4.60, SD=0.31) have a very good level of performance as far as the knowledge of subject matter is concerned.

When categorized by employment status, the contractual faculty members (M=4.54, SD=0.17) are “excellent” in their level of performance in the knowledge of the subject matter, while the permanent faculty members (M=4.43, SD=0.33) are “very good” in their level of performance in the knowledge of the subject matter.

As to the length of service, all faculty members with less than 5 years of service, (M=4.51, SD=0.20) and 11 to 20 years of service, (M=4.53, SD=0.48) have an “excellent” level of performance in the knowledge of the subject matter while faculty members with 5 to 10 years of service (M=4.41, SD=0.31), and above 20 years of service, (M=4.63, SD=0.15) have a “very good” level of performance in the knowledge of the subject matter.

**Table 13:** Level of knowledge of the subject matter performance in Montfortian educational institutes

Category	Mean	Description	SD
A. Entire group	4.47	Very good	0.29
B. Locale			
Country A	4.38	Very good	0.34
Country B	4.56	Excellent	0.19
C. Educational attainment			
College	4.45	Very good	0.28
Master	4.60	Excellent	0.31
D. Employment status			
Contractual	4.54	Excellent	0.17
Permanent	4.43	Very good	0.33
E. Length of service			
Less than 5 years	4.51	Excellent	0.20
5 years to 10 years	4.41	Very good	0.31
11 years to 20 years	4.53	Excellent	0.48
Above 20 years	4.63	Excellent	0.15

Scale: 4.51-5.00-Excellent, 3.51-4.50-Very Good, 2.51-3.50-Good, 1.51-2.50-Fair, and 1.00-1.50-Poor

#### 3.3.2. Level of knowledge of the nature of the learners' performance

The faculty members in Montfortian Institutes, as an entire group (M=4.56, SD=0.24), have an excellent level of knowledge of the nature of the learner’s performance. When classified by locale, the faculty members in Country A, (M=4.50, SD=0.29) have a very good level of knowledge of the nature of the learner’s performance while the faculty members in Country B, (M=4.63, SD=0.16) had excellent level.

Classified by educational attainment, both faculty groups of bachelor’s (M=4.56, SD=0.24) and master’s (M=4.59, SD=0.29) degree holders, have an excellent level of performance in the knowledge of the nature



of the learners; as to employment status, both the contractual (M=4.59, SD=0.17) and the permanent faculty groups (M=4.55, SD=0.27) have an excellent level of performance in the knowledge of the nature of the learners; in regard to the length of service, all faculty members with less than 5 years, (M=4.56, SD=0.18), 5 to 10 years, (M=4.52, SD=0.29), 11 to 20 years, (M=4.73, SD=0.14), and over 20 years, (M=4.83, SD=0.19) of service also had an excellent level of performance in the knowledge of the nature of the learners.

The faculty members of the Montfortian Institute of Education have an excellent performance when it comes to the knowledge of the nature of the learners. This shows how well they meet the standards prescribed in the Montfortian Education charter. This includes: Identifying the needs and strengths of the learners; understanding how they acquire knowledge; valuing their individual uniqueness; applying the best teaching-learning practices; designing carefully-planned and student-centered learning tasks; coming up with a positive and nurturing classroom environment; designing appropriate assessment tools; monitoring learners' progress; providing well-suited student learning support such as regular consultation, remediation, enrichment activities, educational trips, and use of technology; and using results from assessment to better instruction.

Teachers best learn this knowledge by studying, doing, reflecting on, collaborating with other faculty members, carefully observing their work with their students, and sharing what they see. The Southeast Asian Teacher Competency Framework sets the guidelines on what a Montfortian teacher should do. These are: 1) know my students, which means that a teacher must know how to utilize the most effective teaching and learning strategy; 2) identify my students' needs and strengths to help them learn better; 3) understand how my students learn; 4) value what makes my students unique; 5) select fitting teaching and learning strategies; 6) design clear and effective lessons my students can understand; 7) create a positive and nurturing learning space; 8) design assessment process and tools; 9) monitor my students' progress; 10) provide appropriate help and support; and 11) use results from assessment to improve instruction.

The higher homogeneous level of knowledge of the nature of learners among the Country B faculty members may be explained by the fact that many of the faculty members work with very young students. They are in contact with students from six to 12 years. Hence, they have a better understanding of young learners and have a very good relationship with them. If there is no significant relationship between the teacher and the student, significant learning will not be possible.

In Country A, the faculty members have contact with the students for 2 or 3 years only. The learners are older in Country A compared to those in Country B. This may also be a reason for the teachers' lower

level of understanding of the nature of the learners in Country A.

The higher homogeneous level of understanding of the nature of learners among faculty respondents with 11-20 years of service explains the credibility of their performance. This category of faculty respondents possesses the ability to understand their learners better. The results are shown in [Table 14](#).

**Table 14:** Level of knowledge of the nature of the learners' performance

Category	Mean	Description	SD
A. Entire group	4.56	Excellent	0.24
B. Locale			
Country A	4.50	Very good	0.29
Country B	4.63	Excellent	0.16
C. Educational attainment			
College	4.56	Excellent	0.24
Master	4.59	Excellent	0.29
D. Employment status			
Contractual	4.59	Excellent	0.17
Permanent	4.55	Excellent	0.27
E. Length of service			
Less than 5 years	4.56	Excellent	0.18
5 years to 10 years	4.52	Excellent	0.29
11 years to 20 years	4.73	Excellent	0.14
Above 20 years	4.83	Excellent	0.19

Scale: 4.51-5.00-Excellent, 3.51-4.50-Very Good, 2.51-3.50-Good, 1.51-2.50-Fair, and 1.00-1.50-Poor

### 3.3.3. Level of professionalism performance

[Table 15](#) shows that the faculty members as an entire group (M=4.56, SD=0.31) have an excellent level of professionalism performance in Montfortian Educational Institutes. When classified by locale, the faculty members in Country A, (M=4.42, SD=0.35) have a "very good" level of professionalism performance while the faculty members in Country B (M=4.69, SD=0.20) are "excellent." Faculty members in Country B are more homogeneous in their level of performance in professionalism than the faculty members in Country A as shown by their respective standard deviations of 0.20 and 0.35.

Classified by educational attainment, both faculty groups that are bachelor's (M=4.55, SD=0.31) and master's (M=4.64, SD=0.34) degree holders are excellent in their level of performance in professionalism; as to employment status, both contractual (M=4.58, SD=0.24) and the permanent (M=4.54, SD=0.35) faculty members are excellent in their level of performance in professionalism.

As to the length of service, the faculty categories, namely: With less than 5 years of tenure (M=4.60, SD=0.25), and 11 to 20 years of tenure, (M=4.73, SD=0.22), are "excellent" in their performance in professionalism; while those with 5 to 10 years of tenure, (M=4.49, SD=0.37) and over 20 years of service, (M=4.40, SD=0.28) are "very good." Faculty members with 11 to 20 years of service are more homogeneous in their level of performance in professionalism than the other groups in this category as indicated by a small standard deviation of 0.22.

The “excellent” performance score on professionalism by the faculty members of the Montfortian Educational Institutes, when classified by locale, employment status, educational attainment, and length of service, indicates the importance of teacher performance as the teacher's ability to manifest competence and professionalism. The results show that professionalism has a positive and significant effect on teacher performance.

**Table 15:** Level of professionalism performance in Montfortian educational institutes

Category	Mean	Description	SD
A. Entire group	4.56	Excellent	0.31
B. Locale			
Country A	4.42	Very good	0.35
Country B	4.69	Excellent	0.20
C. Educational attainment			
College	4.55	Excellent	0.31
Master	4.64	Excellent	0.34
D. Employment status			
Contractual	4.58	Excellent	0.24
Permanent	4.54	Excellent	0.35
E. Length of service			
Less than 5 years	4.60	Excellent	0.25
5 years to 10 years	4.49	Very good	0.37
11 years to 20 years	4.73	Excellent	0.22
Above 20 years	4.40	Very good	0.28

Scale: 4.51-5.00-Excellent, 3.51-4.50-Very Good, 2.51-3.50-Good, 1.51-2.50-Fair, and 1.00-1.50-Poor

**3.3.4. Level of engagement in community performance**

When the faculty members are taken as an entire group and classified by locale, educational attainment, employment status, and length of service have a “very good” level of engagement with the community. The faculty members, as an entire group, (M=4.56, SD=0.31), have a “very good” level of engagement in community performance in Montfortian Educational Institutes. Faculty members with over 20 years of service are more homogeneous in their level of performance in engagement with the community than the other groups in this category as indicated by a small standard deviation of 0.08.

Community involvement in school management has been shown to increase accountability for both learning outcomes and school resources; involvement in curriculum development, which ensures the cultural relevance of subject content and teaching styles, leads to a wider embrace of the educational process (Pollard and Bijker, 2021). Community engagement also fosters the willing contribution of local resources (human, material, and economic) for the benefit of education. Community ownership of education initiatives endows such initiatives with a greater likelihood of being successful and being sustained over time.

The permanent faculty members are less engaged compared to the contractual faculty respondents. The faculty members with less than 5 years of service also show higher community engagement. The results also suggest that contractual teachers and those with less than 5 years of service tend to be more active in engaging the parents and other

stakeholders to be partners in the teaching and learning process. They can tolerate differences in people and are more active in facilitating PTA activities. They also find it easy to engage the students in community activities. The results are shown in Table 16.

**Table 16:** Level of engagement of faculty performance in Montfortian educational institutes

Category	Mean	Description	SD
A. Entire group	4.29	Very good	0.34
B. Locale			
Country A	4.09	Very good	0.30
Country B	4.50	Very good	0.25
C. Educational attainment			
College	4.29	Very good	0.34
Master	4.30	Very good	0.38
D. Employment status			
Contractual	4.40	Very good	0.26
Permanent	4.25	Very good	0.37
E. Length of service			
Less than 5 years	4.37	Very good	0.24
5 years to 10 years	4.24	Very good	0.41
11 years to 20 years	4.29	Very good	0.32
Above 20 years	3.95	Very good	0.08

Scale: 4.51-5.00-Excellent, 3.51-4.50-Very Good, 2.51-3.50-Good, 1.51-2.50-Fair, and 1.00-1.50-Poor

**3.4. Differences in the level of performance of faculty members**

Levene’s test for equality of variances for the level performance of faculty members classified by locale and employment shows a 0.001 and 0.012 significance, respectively, which are less than the set value of  $\alpha=0.05$ . This implies that the t-value, degrees of freedom, and 2-tail significance results for equal variances not assumed will be used in this report to avoid violation of the assumption of equal variance. Table 17 shows that the t-test result for independent samples shows that there is a significant difference in the level of performance when the faculty members were classified by locale, [t (64.31)=-4.78], [p=0.00<0.05]. No significant differences are noted in the performance of faculty members classified by educational attainment, [t (79)=-0.73], [p=0.468>0.05], and employment status, [t (78.80)=1.79], [p=0.078>0.05].

The significant difference in the level of faculty performance of Country A and Country B may be attributed to the fact that faculty members in both countries perform according to the performance criteria set by their governments. The majority of the faculty respondents work in academic schools while all the faculty respondents in Country A work in vocational schools. Certainly, the response in the survey constitutes a difference in the performance level.

**3.4.1. Differences in the level of performance in the mastery of subject matter**

There is a significant difference in the level of mastery of the subject when the faculty members are classified by locale. The Country B faculty members significantly differed in the mastery of subject matter

from the Country A faculty members. However, no significant differences are found in the level of mastery of the subject when the faculty members are grouped by educational attainment and employment status.

**Table 17:** Differences in the level of performance of faculty members

	M	t-value	df	2-tail significance
A. Locale				
Country A	4.35	4.78*	64.31	0.000
Country B	4.59			
B. Educational attainment				
Bachelor	4.46	0.73	79	0.4568
Master	4.53			
C. Employment status				
Contractual	4.53	1.79	78.80	0.078
Permanent	4.44			

\*: p<0.05-significance

Levene’s test for equality of variances for the level of mastery of the subject matter performance of faculty members classified by locale and employment shows a 0.00 and 0.004 significance, respectively, which are less than the value set at  $\alpha=0.05$ . This implies that the t-value, degrees of freedom, and 2-tail significance results for equal variances not assumed will be used in this report to avoid violation of the assumption of equal variance. The t-test result for independent samples shows that there is a significant difference in the level of performance in the mastery of the subject matter of faculty members classified by locale, [t (59.65)=-2.97], and [p=0.004<0.05], and employment status, [t (78.49)=-2.14], [p=0.035<0.05].

Levene’s test for equality of variances for the level of mastery of the subject matter performance of faculty members classified by educational attainment shows a value greater than 0.05 significance, which implies that the t-value and the degrees of freedom results for equal variances assumed are used in this presentation of result. No significant differences are noted in the mastery of subject matter performance of faculty members classified by educational attainment, [t (79)=-1.46], [p=0.147>0.05].

Table 18 shows that there is a significant difference in the level of mastery of subject matter between Country A and Country B may be attributed to the fact that the majority of the respondents in Country B came from academic schools and all the respondents in Country A came from vocational schools. Both countries offer different types of learning opportunities to improve the teacher's proficiency in the subjects. The Department of Education in Country B requires all the teachers to attend and gain mastery through structured in-service training and updating activities. Moreover, most of the teacher-respondents in Country B were young teachers who were He was energetic, curious, and keen to learn new knowledge and teaching techniques, as well as instructional technologies.

As to the educational attainment of the faculty, the result shows that the faculty members in Montfortian institutions, irrespective of their educational attainment, collaborate with co-teachers on teaching subject content that they also master. They integrate into their lessons local, national, regional, and international developments at the same level.

**Table 18:** Differences in the level of performance in the mastery of subject matter of faculty members

	M	t-value	df	2-tail significance
A. Locale				
Country A	4.38	2.97*	59.65	0.004
Country B	4.56			
B. Educational attainment				
Bachelor	4.45	1.46	79	0.147
Master	4.46			
C. Employment status				
Contractual	4.54	2.14*	78.49	0.035
Permanent	4.43			

\*: p<0.05-significance

### 3.4.2. Differences in the level of performance in the knowledge of nature of the learners

The data show significant differences in the level of knowledge of the nature of learners when the faculty members are grouped by locale. However, no significant differences are noted in the level of knowledge of the nature of learners when the faculty members were classified by educational attainment and employment status.

Levene’s test for equality of variances for the level of knowledge of the nature of learner’s performance of faculty members classified by locale and employment status show a 0.001 and 0.038 significance, respectively, which are less than the value set at  $\alpha=0.05$ . This implies that the t-value, degrees of freedom, and 2-tail significance results for equal variances not assumed will be used in this report to avoid violation of the assumption of equal variance. The t-test result for independent samples shows that there is a significant difference in the level of performance in the knowledge of the nature of learners of the faculty members classified by locale, [t (59.65)=-2.46], [p=0.017<0.05].

The Levene’s test for equality of variances for faculty level of performance in the knowledge of the nature of learners when faculty members are classified by educational attainment shows a value greater than 0.05 significance, implying that the t-value and the degrees of freedom results for equal variances assumed are used in this presentation of result. Table 19 indicates that there is no significant differences are noted in the knowledge of the nature of learner performance of faculty members classified by educational attainment, [t (79)=-0.40], [p=0.694>0.05], and employment status, [t (77.28)=0.91], [p=0.364>0.05].

This means that an elementary understanding of the nature of the learner is essential for teachers,

regardless of their educational background or status of employment.

Teachers should exert effort in knowing the individual capacity and potential of the learners which will eventually have a strong impact on their performance as educators. Teachers should strive to understand the individual abilities and potentials of the learner. This will ultimately have a significant impact on their performance as educators.

The significant difference in understanding the nature of the students between Country A and Country B can be explained by the fact that the majority of the faculty respondents in Country B are young and they build a bond with the young learners effortlessly. This gives teachers the opportunity to identify learner needs and strengths.

**Table 19:** Differences in the level of performance in the knowledge of nature of the learners of faculty members

	M	t-value	df	2-tail significance
A. Locale				
Country A	4.50	2.46*	61.63	0.017
Country B	4.63			
B. Educational attainment				
Bachelor	4.56	0.40	79	0.694
Master	4.59			
C. Employment status				
Contractual	4.59	0.91	77.28	0.364
Permanent	4.55			

\*: p<0.05–significance

### 3.4.3. Differences in the level of performance in the professionalism of faculty members

There is a significant difference in the level of professionalism among the faculty members in Country A and Country B. When the faculty members are grouped by educational attainment, and employment status, no significant differences are noted in the level of professionalism.

Levene’s test for equality of variances for the level of professionalism performance of faculty members classified by locale shows a 0.000 significance which is less than the value set at  $\alpha=0.05$ . This implies that the t-value, degrees of freedom, and 2-tail significance results for equal variances not assumed will be used in this report to avoid violation of the assumption of equal variance. The t-test result for independent samples shows that there is a significant difference in the level of performance in the professionalism of faculty members classified by locale, [t (59.65)=-4.22], [p=0.000<0.05]. Simply put, the level of teacher performance from a professionalism perspective is influenced by location.

Table 20 indicates that there is a significant difference in the level of professionalism according to locale showing the different academic and professional growth opportunities in Country A and Country B. All the respondents in Country A came from vocational schools while most of the respondents were from academic schools. The

difference in professionalism performance in this study can also be attributed to the different school types.

Levene’s test for equality of variances for the level of performance of faculty members classified by educational attainment and employment status shows a value greater than 0.05 significance; this implies that the t-value and the degrees of freedom results for equal variances assumed are used in this presentation of result. No significant differences are noted in the professionalism performance of faculty members classified by educational attainment, t (79)=-0.84, p=0.402>0.05, and employment status, t (79)=0.57, p=0.572>0.05.

This result may be due to the fact that teachers’ performance levels from a professionalism perspective are completely unaffected by their educational background and employment status. As professionals, teachers need to take in the essence of complete autonomy in terms of lesson content and teaching style. This is important because it impacts performance. The complexity of the teaching and learning process and the role of teachers in the overall development of each learner requires adherence to the essence of professionalism.

**Table 20:** Differences in the level of performance in the professionalism of faculty members

	M	t-value	df	2-tail significance
A. Locale				
Country A	4.42	4.22*	61.19	0.000
Country B	4.69			
B. Educational attainment				
Bachelor	4.55	0.84	79	0.402
Master	4.64			
C. Employment status				
Contractual	4.58	0.57	79	0.572
Permanent	4.54			

\*: p<0.05–significance

### 3.4.4. Differences in the level of performance in engaging in the community of faculty members

Table 21 shows that the t-test result for independent samples shows that there is a significant difference in the level of performance in community engagement of faculty members classified by locale, [t (79)=-6.67], [p=0.000<0.05], and employment status, [t (79)=2.03], [p=0.045<0.05]. No significant differences are noted in the level of community engagement performance of faculty members classified by educational attainment, [t (79)=-0.03], [p=0.979> 0.05].

The significant difference in the level of community engagement performance between Country A and Country B This reflects the fact that teachers in both countries adhere to different religious and cultural norms. School culture can also impact performance in terms of community involvement. Concerning the findings, a previous study by Rayan (2013) revealed that the Montfortian technical schools in Country A and Country B had a

significant difference in terms of partnership and networking.

Moreover, there is no significant difference in the level of faculty performance in terms of community engagement when respondents are grouped by educational attainment. This may be due to the fact that all faculty members are obliged to do what they are expected to do as an educator. Teacher performance should not be hampered by what the teacher does in the community. In fact, the teacher's main task is to contribute to the learner's overall development.

**Table 21:** Differences in the level of performance in engaging in the community of faculty members

	M	t-value	df	2-tail significance
A. Locale				
Country A	4.09	6.67*	79	0.000
Country B	4.50			
B. Educational attainment				
Bachelor	4.29	0.03	79	0.979
Master	4.30			
C. Employment status				
Contractual	4.40	2.03*	79	0.045
Permanent	4.24			

\*: p<0.05-significance

**3.4.5. Difference in the level of performance of faculty members classified by length of service**

Results in Table 22 show that there is no significant difference in the level of performance of faculty members classified by length of service, [F (3, 77)= 1.143, p=0.337>0.05]. This result indicates that

**Table 22:** Difference in the level of performance of faculty members classified by length of service

Variable	Sum of squares			df			Mean squares		F Ratio	F Prob
	Between groups	Within groups	Total	Between groups	Within groups	Total	Between groups	Within groups		
Length of service	0.211	4.730	4.941	3	77	80	0.070	0.061	1.143	0.337

Finally, there is no significant difference in the level of performance in the engagement of the community of faculty members classified by the length of service, [F (3, 77)= 1.660, p=0.183>0.05]. The results reflect Montfortian teachers who have worked to increase family and community involvement in their respective schools, regardless

the faculty members, notwithstanding their length of service, use different learning strategies, resources, and technologies to gain competence in their lesson content. They also value individual differences and monitor students' progress. The finding also shows that faculty members manifest a similar level of respect at their place of work and maintain healthy social relationships and passion for their teaching craft. Regardless of their years of experience, they have taken responsibility for their growth, both personally and professionally.

**3.4.6. Differences in the level of performance in knowledge of subject matter, knowledge of the nature of learners, professionalism, and engagement in community**

Table 23 shows that there is no significant difference in the level of performance in the knowledge of the subject matter of faculty members classified by length of service, [F (3, 77)= 1.082, p=0.362>0.05]. Results also show that there is no significant difference in the level of performance in the knowledge of the nature of learners of faculty members classified by length of service, [F (3, 77)=2.671, p=0.053>0.05].

Also, there is no significant difference in the level of performance in the professionalism of faculty members classified by length of service, [F (3, 77)= 1.798, p=0.154>0.05]. This finding concurs with the previous study among teachers which indicated that those with less than 20 years of experience reported lower levels of teaching professionalism than teachers with more than 20 years of experience.

of the length of service. This brings many benefits to the school community, including funding and grants, knowledge, experience, planning, and school decisions. Because of the united efforts of the school and community stakeholders, learning opportunities and access to student services are developed.

**Table 23:** Difference in the level of performance in knowledge of subject matter, knowledge of the nature of learners, professionalism, and engagement in the community of faculty members classified by length of service

Variable	Sum of squares			df			Mean squares		F Ratio	F Prob
	Between groups	Within groups	Total	Between groups	Within groups	Total	Between groups	Within groups		
Length of service	0.270	6.407	6.677	3	77	80	0.090	0.083	1.082	0.362
<b>Knowledge of the nature of the learners</b>										
Length of service	0.440	4.225	4.665	3	77	80	0.147	0.055	2.671	0.053
Professionalism										
Length of service	0.519	7.400	7.919	3	77	80	0.173	0.096	1.798	0.154
<b>Engaging the community</b>										
Length of service	0.569	8.805	9.375	3	77	80	0.190	0.114	1.660	0.183

### 3.5. Relationship between faculty commitment and performance

Table 24 shows a positive moderate relationship between faculty commitment and faculty performance. It highlights the fact that when teachers feel a strong emotional connection with their school organizations and a sense of obligation to serve their organizations, they also tend to use modest efforts to master their subject, understand their learners, develop their expertise, and involve the community in the teaching and learning process. The importance of this relationship between teacher commitment and performance is outlined in the Human Resource Handbook of Montfort Boys Town (MBT) in Country A.

The HR manual provides that the school shall encourage employee commitment by treating them without discrimination based on race, religion, gender, age, or physical impairment. MBT's intent is always to recruit, hire, train, engage, and guide qualified candidates to maintain commitment and improve performance. The Montfortian institutes need to plan on how to integrate the implications of these findings into their HR policies in order to promote teacher commitment and performance.

**Table 24:** Relationship between faculty commitment and performance

Variable	r probability	
	r	p-value
Performance	0.384*	0.000

\*: p<0.05 significance

### 3.6. Relationship between the components of commitment and performance

It is obvious from Table 25 that affective commitment has significantly moderate relationships with faculty performance as far as the mastery of the subject matter, knowledge of the nature of learners, professionalism, and engagement of the community are concerned. Continuance commitment has a moderate and significant relationship with faculty performance in terms of mastery of subject matter, knowledge of the nature of the learner, professionalism, and engagement of the community in the teaching and learning process.

On the other hand, the normative commitment of the faculty members has a moderate and significant relationship only with professionalism. However, normative commitment has no significant relationship with mastery of the subject matter, knowledge of the nature of the learner, and engagement of the community.

**Table 25:** Relationship between the components of commitment and the components of performance of faculty members

Variables	Affective		Continuance		Normative	
	r probability		r probability		r probability	
	r	p-value	r	p-value	r	p-value
Knowledge of subject matter	0.352*	0.001	0.387*	0.000	0.194	0.083
Knowledge of nature of learners	0.332*	0.002	0.347*	0.002	0.212	0.057
Professionalism	0.312*	0.005	0.325*	0.003	0.372*	0.001
Engagement in community	0.375*	0.001	0.369*	0.001	0.214	0.055

\*: p<0.05 significance

### 3.7. Proposed faculty development program

The findings of this study serve as a basis for the formulation of a Faculty Development Program for the teachers of the Montfortian Educational Institutes in South East Asia. The program focuses on two important aspects of faculty employment in the Montfortian Educational Institutes: Organizational Commitment and Teaching Performance.

The faculty development program has the following components: Activity, program objectives, participants, budget, and time frame. The activities are determined based on the research findings which are applicable to the faculty members of Montfortian educational institutes in South East Asia. The intended objectives and the Budget are determined by the administrators of the Montfortian Educational Institutes. The participants are the faculty members of the Montfortian educational institutes. The time frame is inserted in the school calendar activities.

The proposed activities are the conduct of a need analysis survey, basic orientation on the Montfortian philosophy, vision, mission, and objectives, a seminar-workshop on the integration of local culture in the Montfortian curriculum, seminar-workshop on continuous commitment, bench Marking with

Montfortian Schools in South east Asia, designing and reviewing subject curriculum, organizing a professional learning community, etc.

### 4. Conclusion

The empirical results reveal that the levels of commitment of the faculty members of the Montfortian Schools to support the Montfortian Vision-Mission and Goals are the same regardless of locale, educational attainment, employment status, and length of service.

The teachers' teaching performance varies from "Very Good" to "Excellent." It can, therefore, be assumed that locale, educational attainment, employment status, and length of service may cause a variation in the level of performance. The particular geographical region in Asia where the Montfortian schools are located makes a significant difference in the level of commitment and performance of the teachers. Culture, therefore, affects commitment and performance. The teachers' level of commitment significantly relates to their level of performance. Therefore, a teacher who is highly committed is expected to perform better than a teacher whose level of commitment is low.

Montfortian Schools in the District of Southeast Asia may find the results of this study valuable in many respects. Foremost is the identification of the employees' commitments toward the Institutions as well as their performance. Another is the conduct of seminars and workshops on the Vision and Mission of the Founder Montfort and the Montfortian education mission, thereby inspiring them to commit themselves to the improvement of the institutions and their professional development over time. Finally, the Human Resource Development of every Montfortian school will benefit from this study as it regularly seeks to measure the commitment and the performance of the teachers. This study can be used as an instrument for determining the present commitment and performance of the teachers, just as the teacher performance survey instrument will also benefit them by using it in designing training for teachers that will enhance their professional and pedagogic performance and in implementing the faculty development program in Montfortian Educational Institutions.

### Compliance with ethical standards

### Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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