

# Career Development, Professional Practices, Commitment, and Work Performance among Teaching Staff in Higher Education Institution

<sup>1</sup>Cherelen Dequinto Gajita\*, <sup>2</sup>Nenita I. Prado

<sup>1</sup>Assistant Professor, PHINMA Cagayan De Oro College

<sup>2</sup>Liceo de Cagayan University, Cagayan de Oro City, Philippines

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## ABSTRACT

Faculty work performance remains a critical determinant of institutional effectiveness and educational quality in higher education institutions (HEIs). This study examined the levels of career development, professional practices, organizational commitment, and work performance among teaching staff, as well as the relationships among these variables. Using a descriptive-correlational research design, data were collected from teaching staff in a selected higher education institution. Results indicated high levels across career development, professional practices, commitment, and work performance. Correlation analysis revealed significant relationships among work performance, career development, professional practices, and organizational commitment. These findings highlight the importance of strengthening instructional practices and fostering commitment as key mechanisms for improving faculty performance. The study provides empirical insights that may guide institutional strategies for faculty development, performance enhancement, and instructional quality improvement.

**Keywords:** work performance, professional practices, career development, organizational commitment, higher education

## INTRODUCTION

In higher education, faculty performance has become a major issue, as teachers are expected to do more than just teach in the classroom. In addition to teaching, faculty members conduct research, engage in community outreach, implement extension activities, and fulfill administrative responsibilities. These duties affect how competitive the school is and how well students learn. As these duties grow, it has become very hard for colleges and universities around the world to maintain their faculty members' performance. Concerns about the quality of teachers and the effectiveness of their lessons persist worldwide. For example, UNESCO said that a large number of children worldwide are taught by teachers who lack sufficient professional training to help them study effectively [1]. Additionally, colleges and universities are placing increasing pressure on faculty members to meet standards for research productivity, accreditation, and institutional service, raising the bar for better work performance [2], [3].

Moreover, improving faculty performance is vital not only for achieving institutional goals but also for enhancing student learning outcomes. Research has shown that faculty effectiveness plays a vital role in improving student engagement, academic achievement, and the institution's overall success [4]. Similarly, numerous studies have emphasized the importance of improving teaching quality and faculty effectiveness through the implementation of effective faculty practices and the development of a supportive environment for faculty members [5, 6]. In the Philippines, there are also increased expectations for higher education institutions to improve faculty performance based on performance appraisal, accreditation standards, and faculty development programs. However, traditional methods of faculty performance appraisal have often failed to measure the complex role of faculty members, particularly in research productivity, institutional services, and faculty development activities [2]. Consequently, there is a growing need to understand the factors that influence and sustain faculty work performance.

In addition, the literature has noted the importance of various factors in faculty performance, including career development, professional practices, and organizational commitment. Career development helps educators improve their skills through training, continuous professional development, and academic qualifications [7]. Professional practices involve effective planning of instruction, classroom management, and teaching strategies to improve student performance and create a positive learning environment [8]. On the other hand, organizational commitment involves the educator's emotional attachment, loyalty, and dedication to the organization, which affects his/her motivation to perform his/her duties [9].

However, despite the growing body of research on faculty performance, most studies have focused on single predictors, examining each factor separately. Hence, little research has examined the links among career development, professional practices, organizational commitment, and faculty work performance simultaneously, particularly in higher education institutions in the Philippines. This is crucial for developing a more comprehensive understanding of the processes that govern faculty performance. This study, therefore, sought to explore the link between career development, professional practices, organizational commitment, and the work performance of teaching staff in higher education institutions. Finally, this study aligns with the United Nations Sustainable Development Goals, particularly SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth, which emphasize the importance of quality teaching, continuous professional development, and productive employment in promoting sustainable educational development [10].

## FRAMEWORK

This study is grounded in multiple theoretical frameworks that collectively provide a comprehensive understanding of the factors influencing faculty work performance in higher education institutions. The first is Social Cognitive Career Theory (SCCT), which explains how individuals' career-related behaviors and performance outcomes are shaped by self-efficacy beliefs, outcome expectations, and learning experiences [11][12]. Within higher education settings, SCCT suggests that career development opportunities such as training programs, continuous professional development, and postgraduate education enhance teachers' professional competence and confidence, which in turn influence their instructional effectiveness and work performance. Empirical studies have demonstrated that faculty members who actively engage in professional development activities develop stronger instructional skills, greater adaptability, and improved professional identity, reinforcing the relevance of SCCT in understanding faculty performance dynamics [13].

In addition, the Danielson Framework for Teaching provides a pedagogical foundation for understanding professional practices as core behavioral indicators of effective teaching performance. The framework emphasizes critical domains including planning and preparation, instructional delivery, and classroom environment management [14]. These domains reflect observable instructional behaviors that translate professional knowledge into measurable teaching outcomes. Within higher education institutions, effective planning, clear instructional strategies, and supportive learning environments are associated with improved student engagement and enhanced instructional quality [15][16]. Thus, the Danielson Framework supports the conceptualization of professional practices as the behavioral mechanism through which faculty competencies manifest into actual work performance.

Herzberg's Motivator-Hygiene Theory is also integrated into this study to explain how both intrinsic and extrinsic factors influence faculty motivation and performance. According to Herzberg, motivators such as achievement, recognition, and professional growth contribute to increased job satisfaction and performance, while hygiene factors such as institutional policies, working conditions, and organizational support prevent dissatisfaction [17][18]. In higher education, career development opportunities and professional growth initiatives serve as motivational drivers, enhancing engagement and commitment, while supportive institutional conditions sustain productivity and professional well-being.

Furthermore, Meyer and Allen's Three-Component Model of Organizational Commitment offers a psychological perspective by explaining how affective, continuance, and normative commitment influence employee behavior and performance [19]. Affective commitment reflects emotional attachment to the institution, continuance commitment relates to perceived costs associated with leaving, and normative commitment represents a sense of

obligation to remain with the organization. Research suggests that teachers with higher organizational commitment demonstrate greater engagement, persistence, and instructional effectiveness [20]. Within higher education institutions, commitment strengthens professional identity and motivates faculty members to align their efforts with institutional goals, thereby sustaining work performance.

Collectively, these theoretical perspectives provide a comprehensive foundation for understanding faculty work performance as a multidimensional construct shaped by career development opportunities, enacted professional practices, psychological commitment, and institutional context.

### **Objectives of the Study**

This study aimed to examine faculty work performance and its associated factors among teaching staff in higher education institutions. Specifically, it sought to answer the following research questions:

What is the level of career development of teaching staff in terms of:

- 1.1 Training and Seminars;
- 1.2 Continuous Professional Development; and
- 1.3 Postgraduate Diploma?

What is the level of professional practices of teaching staff in terms of:

- 2.1 Planning and Preparation;
- 2.2 Instruction; and
- 2.3 Classroom Environment?

What is the level of organizational commitment of teaching staff in terms of:

- 3.1 Affective Commitment;
- 3.2 Continuance Commitment;
- 3.3 Normative Commitment?

What is the level of work performance of teaching staff in higher education institutions?

Is there a significant relationship between teaching staff work performance and:

- 5.1 Career Development;
- 5.2 Professional Practices; and
- 5.3 Organizational Commitment?

### **Hypothesis**

H<sub>01</sub>: There is no significant relationship between teaching staff work performance and career development, professional practices, and organizational commitment.

## **METHODOLOGY**

### **Research Design**

This study employed a descriptive-correlational research design. Descriptive-correlational research determines the level of variables and examines whether significant relationships exist among two or more variables within a specific population [21]. In this study, the design was used to identify the levels of career development, professional practices, organizational commitment, and work performance among teaching staff in higher education institutions. Furthermore, it examined the significant relationships between teaching staff work performance and the identified predictor variables.

## Research Setting

This study was conducted at a private higher education institution (HEI) in Cagayan de Oro City and Iligan City, Northern Mindanao, specifically across its three campuses: Carmen Campus and Puerto Campus in Cagayan de Oro City, and Iligan Campus in Iligan City. These cities serve as important educational and economic centers in the region, providing diverse academic environments that support the examination of faculty roles and performance in higher education. The institution's multi-campus structure provided an appropriate context for investigating the relationships among career development, professional practices, organizational commitment, and the work performance of teaching staff.

## Participants and Sampling Procedure

This study employed total enumeration sampling, considering that the population of teaching personnel was relatively small for Structural Equation Modeling (SEM). The respondents consisted of 312 teaching staff from one higher education institution across its three campuses: Carmen and Puerto Campuses in Cagayan de Oro City, and Iligan Campus in Iligan City. All faculty members who had served for at least one (1) year in the institution were included as respondents. Since the entire population satisfied the inclusion criteria, sampling procedures such as Slovin's formula or proportionate stratified random sampling were no longer necessary. Total enumeration is considered appropriate when the population is accessible and relatively small, allowing researchers to obtain comprehensive data and reduce sampling bias [22].

## Statistical Treatment and Data Analysis

Descriptive statistics, including means and standard deviations, were used to assess levels of career development, professional practices, organizational commitment, and work performance (Problems 1–4). For Problem 5, Pearson Product-Moment Correlation was used to assess significant relationships among teaching staff work performance, career development, professional practices, and organizational commitment. This statistical technique measures the strength and direction of the relationship between variables in examining associations among educational factors [23].

## Research Instruments

The research instruments employed in this study consisted of adapted and researcher-developed survey questionnaires, organized into four sets. All items were measured using a five-point Likert scale originally developed by Likert [24], with response options ranging from Strongly Agree to Strongly Disagree. The questionnaires were designed to measure career development, professional practices, organizational commitment, and work performance among teaching staff in higher education institutions.

The first set of questionnaires, the Career Development Questionnaire, consisted of 25 items measuring three dimensions: training and seminars, continuous professional development, and postgraduate degree. The items on training, seminars, and continuous professional development were adapted from Sibomana et al. [25] and Al Asmari [26], which assessed teachers' professional development and continuing professional learning. Meanwhile, the items related to postgraduate degree attainment were constructed by the researcher, drawing on relevant literature, to capture the role of advanced academic qualifications in faculty career growth.

The second set of questionnaires, the Professional Practices Questionnaire, contained 25 items assessing three domains of professional practice: planning and preparation, instruction, and classroom environment. The instrument was adapted from Ndayambaje et al. [27], which examined instructional supervision and teachers' professional practices, and Yalley and Fynn [28], which evaluated instructional effectiveness among teachers.

The third set of questionnaires, the Organizational Commitment Questionnaire, consisted of 30 items measuring affective, continuance, and normative commitment. The instrument was adapted and modified from Poliquit et al. [29], which examined organizational commitment among employees in a Philippine higher education institution, and Lim [30], which investigated the relationship between work motivation, organizational commitment, and teacher performance.

The fourth set of questionnaires, the Work Performance Questionnaire, consisted of 20 items measuring teaching staff performance in terms of instructional delivery, professional responsibilities, and fulfillment of institutional expectations. The instrument was adapted and modified from the study of Saleem et al. [31], which examined teacher job performance in relation to leadership practices in educational institutions.

Operational definitions of all key constructs used in this study are provided in Appendix A

### Data Gathering Procedure

The data gathering process followed institutional research protocols and ethical standards. Permission to conduct the study was secured from the institutional administration prior to data collection. Participants were informed of the purpose of the study, and informed consent was obtained prior to participation.

Confidentiality and anonymity were strictly observed by assigning coded identifiers to responses. The survey questionnaires were distributed either electronically or in printed form, depending on accessibility and institutional guidelines. Participants were given sufficient time to complete the survey before the responses were retrieved and consolidated for analysis.

### Validity and Reliability

The four sets of questionnaires were validated for content validity by three experts and pilot-tested for reliability. Specifically, the researcher requested three experts in research and higher education to evaluate the clarity, relevance, and alignment of the research instruments with the study's objectives. All suggestions, comments, and recommendations provided by the validators were carefully reviewed and incorporated into the final version of the survey questionnaires.

Thereafter, permission was secured from the administration of a comparable higher education institution to conduct a pilot test of the validated survey instruments. A total of 30 teaching staff participated in the pilot testing to assess the reliability of the instruments prior to actual data collection.

Furthermore, the reliability and internal consistency of the questionnaires were tested using Cronbach's alpha. The results of the reliability analysis indicated that the instruments demonstrated acceptable to high internal consistency across all study constructs, including career development, professional practices, organizational commitment, and work performance.

In summary, the results of the reliability testing confirmed that the survey instruments were reliable, consistent, and appropriate for measuring the variables included in this study.

## RESULTS AND DISCUSSION

Problem 1. What is the level of career development among the teaching staff in terms of:

- 1.1 Training and Seminar;
- 1.2 Continuous Professional Development; and
- 1.3 Post Graduate Diploma?

Sub-constructs	Mean	SD	Description	Interpretation
Training and Seminar	4.80	0.337	Strongly Agree	Very High
Continuous Professional Development	4.48	0.651	Agree	High
Post Graduate Diploma	4.65	0.539	Strongly Agree	Very High
Overall Mean	4.64	0.509	Strongly Agree	Very High

This study examined the level of career development among teaching staff, focusing on three indicators: Training and Seminar, Continuous Professional Development, and Postgraduate Diploma. The findings revealed a Very High Level of career development, with an overall mean score of 4.64 (SD = 0.509), indicating strong agreement among respondents on the importance of career development initiatives for strengthening professional

competence, instructional effectiveness, and continuous professional growth. Among the three indicators, Training and Seminar had the highest mean ( $M = 4.80$ ,  $SD = 0.337$ ), indicating very high agreement on the importance of training programs for enhancing teachers' knowledge and classroom practices. This finding aligns with the work of Felix and Abrogena [32], who emphasized that professional development initiatives significantly reinforce teaching performance and instructional competence. Moreover, Continuous Professional Development received the lowest mean rating ( $M = 4.48$ ,  $SD = 0.651$ ), indicating variation in teachers' engagement in continuous learning activities within the institution. This is supported by Alog and Oco [33], who emphasized that structured professional development programs enhance teachers' competencies and contribute to their professional growth. In its entirety, these findings are consistent with the theoretical perspective of Social Cognitive Career Theory [11], which highlights the importance of learning experiences and professional development opportunities in shaping individuals' career growth and performance. In the context of this study, the very high level of career development indicates that teaching staff actively engage in training programs, continuous professional learning, and postgraduate education as essential components of their professional advancement in higher education institutions.

Problem 2. What is the level of professional practices among the teaching staff in terms of:

- 2.1 Planning and Preparation;
- 2.2 Instruction; and
- 2.3 Classroom Environment?

Sub-constructs	Mean	SD	Description	Interpretation
Planning and Preparation	4.75	0.353	Strongly Agree	Very High
Instruction	4.75	0.54	Strongly Agree	Very High
Classroom Environment	4.71	0.367	Strongly Agree	Very High
Composite Mean	4.73	0.344	Strongly Agree	Very High

This study examined the level of professional practices among teaching staff, focusing on three indicators: planning and preparation, instruction, and classroom environment. The findings revealed a Very High Level of professional practices, with an overall mean score of 4.73 ( $SD = 0.344$ ), indicating strong agreement among respondents on the importance of effective instructional practices in promoting quality teaching and student engagement. Among the three indicators, planning and preparation and instruction received the highest means ( $M = 4.75$ ,  $SD = 0.353$ ;  $M = 4.75$ ,  $SD = 0.540$ ), indicating a very high level of competence among teachers in designing well-organized lessons and employing appropriate instructional strategies in the classroom. This finding aligns with the work of Acedo et al. [34], who emphasized that effective planning and instructional strategies are critical determinants of teaching quality. Moreover, the classroom environment received the lowest mean rating ( $M = 4.71$ ,  $SD = 0.367$ ), although it was still interpreted as Very High, reflecting slight variation in how teachers manage and maintain engaging learning environments. This is supported by Reyes and Cruz [35], who emphasized that teachers who consistently engage in professional development demonstrate stronger competencies in classroom management and lesson delivery. In its entirety, these findings are consistent with the Danielson Framework for Teaching [12], which underscores the importance of planning, instruction, and classroom environment as essential domains of effective teaching practice. In the context of this study, the very high level of professional practices indicates that teaching staff consistently demonstrate strong instructional competencies, contributing to improved student engagement and overall teaching effectiveness in higher education institutions.

Problem 3. What is the level of commitment among the teaching staff in terms of:

- 3.1 Affective commitment;
- 3.2 Continuance commitment; and
- 3.3 Normative commitment?

Sub-constructs	Mean	SD	Description	Interpretation
Affective Commitment	4.39	0.719	Agree	High

Continuance Commitment	4.21	0.677	Agree	High
Normative Commitment	4.18	0.758	Agree	High
Overall Mean	4.26	0.639	Agree	High

This study examined the level of organizational commitment among teaching staff, focusing on three sub-constructs: affective commitment, continuance commitment, and normative commitment. The findings revealed a High Level of organizational commitment, with an overall mean score of 4.26 (SD = 0.639), indicating a strong attachment and dedication among teachers to their institution. Among the three sub-constructs, affective commitment obtained the highest mean (M = 4.39, SD = 0.719), emphasizing that teachers remain in the institution primarily due to emotional attachment, identification, and a sense of belonging. This finding aligns with the work of Dinc [36], who described affective commitment as employees' emotional attachment and identification with their organization. Moreover, normative commitment received the lowest mean rating (M = 4.18, SD = 0.758), indicating that although teachers feel a sense of moral obligation and loyalty to remain in the institution, this motivation is slightly lower than emotional attachment and practical considerations. This is supported by Meyer and Allen [13], who emphasized that normative commitment reflects an individual's sense of obligation to remain with an organization. Taken together, these findings are consistent with the Three-Component Model of Organizational Commitment [13], which highlights affective, continuance, and normative commitment as key dimensions influencing employees' attachment and dedication to their organization. In the context of this study, the high level of organizational commitment suggests that teaching staff demonstrate strong emotional attachment, professional responsibility, and institutional loyalty in carrying out their teaching roles.

Problem 4. What is the level of work performance among the teaching staff in a higher education institution?

Sub-constructs	Mean	SD	Description	Interpretation
Work Performance	4.73	0.359	Strongly Agree	Very High

This study examined the level of work performance among teaching staff in a higher education institution, focusing on instructional preparation, classroom management, student engagement, and professional conduct. The findings revealed a Very High Level of work performance, with an overall mean score of 4.73 (SD = 0.359), which reflects strong agreement among respondents regarding their effective performance in carrying out teaching responsibilities. Among the indicators, motivating students to perform well and excel academically received the highest mean (M = 4.82, SD = 0.400), underscoring teachers' strong commitment to encouraging student achievement and academic excellence. This finding aligns with the work of Hidayat and Sari [37], who emphasized that effective teachers create engaging classroom environments that motivate students to achieve their full potential. Moreover, regularly reviewing and providing feedback on students' academic outputs received the lowest mean rating (M = 4.60, SD = 0.537), although it was still interpreted as Very High, indicating slight variation in teachers' consistency in providing feedback and monitoring student progress. This finding is supported by Mduma and Mkulu [38], who highlighted that continuous monitoring of students' learning progress and classroom practices contributes to improved teaching performance. Taken together, these findings are consistent with the concept of teacher performance and professional competence, which emphasizes effective instructional practices, classroom management, and student engagement as essential components of quality teaching. In the context of this study, the very high level of work performance indicates that teaching staff consistently demonstrate strong professional competencies that support effective teaching and positive learning outcomes in higher education institutions.

Problem 5. Is there a significant relationship between the performance of teaching staff of a higher education institution and:

5.1 Career development;

5.2 Professional practices; and

5.3 Commitment?

As shown in Appendix B, Pearson r correlation analysis revealed significant relationships between work performance and three key variables: career development, professional practices, and organizational commitment. The results further demonstrate that variables such as classroom environment, overall professional practices, planning and preparation, and teaching staff training and seminars exhibit a large, positive, and significant correlation with work performance, with correlation coefficients ranging above 0.50 (e.g.,  $r = .612-.662$ ). This suggests that strengthening professional teaching practices and providing continuous training opportunities could have a meaningful impact on enhancing teaching performance in higher education institutions. Furthermore, results showed that a postgraduate degree ( $r = .183$ ) had the weakest correlation with work performance, while continuous professional development ( $r = .360$ ) indicated a moderate relationship. This implies that while academic qualifications contribute to teachers' professional competence, practical teaching practices and training activities play a more direct role in improving work performance. Nonetheless, the overall rejection of the null hypothesis confirms statistically significant relationships between career development, professional practices, organizational commitment, and teaching staff work performance. This emphasizes the need for higher education institutions to strengthen faculty development programs, promote effective instructional practices, and cultivate stronger institutional commitment to further enhance teaching effectiveness and overall academic performance.

## CONCLUSION

Based on the findings of the study, the following conclusions are put forward:

The teaching staff at the higher education institution demonstrate a very high level of career development through training and seminars, continuous professional development, and postgraduate studies. This indicates that faculty members actively engage in professional growth opportunities that enhance their teaching competencies, instructional knowledge, and professional expertise. Such initiatives significantly strengthen the academic capabilities of teaching staff and improve the quality of instruction in higher education institutions.

Moreover, teaching staff exhibits a very high level of professional practice in planning and preparation, instruction, and classroom environment. This suggests that teachers consistently apply effective instructional strategies, organize lessons carefully, and maintain supportive learning environments that encourage student participation and engagement. These professional practices reflect a strong commitment to delivering high-quality teaching and promoting meaningful learning experiences among students.

Furthermore, the teaching staff demonstrates a high level of organizational commitment in terms of affective commitment, continuance commitment, and normative commitment. This implies that teachers possess strong emotional attachment, professional loyalty, and a sense of responsibility toward their institution. Such commitment contributes to sustained engagement in teaching responsibilities and supports the achievement of institutional goals and educational excellence.

In addition, the teaching staff demonstrates a very high level of performance in fulfilling their teaching responsibilities. This indicates that faculty members consistently demonstrate effective instructional preparation, classroom management, student engagement, and professional conduct. The high level of work performance reflects teachers' dedication to maintaining high teaching standards and fostering productive learning environments for students.

Finally, significant relationships exist between work performance and the variables of career development, professional practices, and organizational commitment. The strong relationships observed, particularly with professional practices and career development, indicate that faculty members who actively participate in professional development activities and consistently apply effective teaching practices are more likely to demonstrate higher levels of work performance. These findings suggest that strengthening faculty development programs, enhancing instructional practices, and fostering institutional commitment are essential strategies for improving teaching performance in higher education institutions.

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## RECOMMENDATIONS

Given the significant relationships between career development, professional practices, commitment, and teaching staff work performance, higher education institutions may strengthen their faculty development initiatives by institutionalizing structured training and seminar programs, continuous professional development activities, and support for postgraduate studies. Institutions may also establish clear standards for planning and preparation, instructional delivery, and classroom environment management to sustain very high levels of professional practice among teaching staff. In doing so, higher education institutions can further enhance instructional quality and strengthen faculty performance.

In light of findings highlighting the importance of professional practices for improving work performance, school administrators may develop policies and support mechanisms to encourage teachers to continually engage in professional growth and reflective teaching. Administrators may facilitate collaborative lesson planning, peer mentoring, and professional learning communities that allow teachers to exchange effective instructional strategies and classroom management techniques. Through these initiatives, institutions can create a supportive academic environment that fosters instructional excellence and sustained professional engagement among faculty.

Furthermore, teaching staff may actively participate in professional development opportunities such as training, seminars, and postgraduate studies to further enhance their instructional competence and professional expertise. Teachers may also continue strengthening their planning and preparation, instructional strategies, and classroom environment management to sustain high levels of teaching performance. By doing so, teaching staff can significantly improve student learning experiences and help achieve institutional academic goals.

Moreover, higher education authorities and regulatory bodies such as the Commission on Higher Education (CHED) may strengthen policies that promote continuous professional development and faculty performance improvement. This may include providing institutional grants, faculty development programs, and policy guidelines that support professional growth, teaching effectiveness, and commitment among educators in higher education institutions.

Finally, future researchers may conduct further investigations exploring additional variables that influence teaching staff work performance in higher education institutions. Future studies may incorporate longitudinal designs, mixed-method approaches, or larger samples from different institutional contexts to provide deeper insights into the factors that influence faculty development, professional practices, and institutional commitment in improving teaching performance.

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## APPENDICES

### A. Operational Definition and Constructs

Construct	Operational Definition	Sample Item	Source	Cronbach's Alpha	Scale/Format	Response
Career Development	refers to the proactive, continuous process of discovering one's direction and progressing along one's chosen career path. The purposeful approach to career development encompasses setting long-term objectives, exploring	<i>Training and Seminar:</i> “I believe that attending trainings and seminars helps me stay equipped with the latest teaching approaches.”  <i>Continuous Professional Practices:</i> “I think that most teachers show a strong desire and dedication to	Patterned from Al Asmari [26], Sibomana [25]	0.796, 0.846, and .0645 respectively	5-point Likert Scale 5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree	

	avenues for professional growth, and gaining new work experience.	take in part in high-quality professional development programs (CPD).” <i>Post Graduate Degree:</i> “I believe that getting a postgraduate degree has given me more confidence in using creative teaching practices.”			
Professional Practices	is a commonly used term referring to actions aimed at applying one's knowledge in a specific sector, job function, or workplace setting.	<i>Planning and Preparation:</i> “I prepare clear instructional materials that are aligned with the lesson topics.”  <i>Instruction:</i> “I adjust my teaching approach to suit students’ learning abilities.”  <i>Classroom Environment:</i> “I ensure that students stay motivated throughout the learning process.”	Patterned from: Ndayambaje [27]  Yalley and Fynn [28]	0.692, 0.806, and 0.854, respectively	5-point Likert Scale 5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree
Commitment	is the degree of excitement exhibited by an individual towards the responsibilities, the sense of duty, and the connection that an	<i>Affective Commitment:</i> “I perceive the institution’s issues as my own.”  <i>Continuance Commitment</i>	Adapted from Poliquit [29] and Lim [30]	0.924, .871 and .889 respectively	5-point Likert Scale 5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree

	individual experiences towards the objectives, purpose, and overarching vision of the entity with which they are affiliated.	: "I think that the financial incentives "offered by the school influence my decision to remain here.  <i>Normative Commitment:</i> "I feel obligated to participate in school events."			
Work Performance	The level of passion exhibited by a person towards the responsibilities allotted to them in a company. Moreover, the individual's sense of duty and commitment towards the goals, mission, and vision of the organization with which they are affiliated also affect their work performance.	I maximize teaching time to ensure productive learning sessions.	Adapted: Saleem [31]	0.864	5-point Likert Scale 5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree

### B. Pearson R Correlation Analysis Results

Variables	n	r	p-value	Interpretation
Teaching Staff Training and Seminar (TS)	312	0.49	.000	Significant
Continuous Professional Development (CPD)	312	0.36	.000	Significant
Postgraduate Degree (PGD)	312	0.183	.001	Significant
<b>Overall Career Development (OverallCD)</b>	<b>312</b>	<b>0.414</b>	<b>.000</b>	<b>Significant</b>
Planning and Preparation (PP)	312	0.612	.000	Significant



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Instruction (I)	312	0.342	.000	Significant
Classroom Environment (CE)	312	0.662	.000	Significant
<b>Overall Professional Practices (OverallPP)</b>	<b>312</b>	<b>0.624</b>	<b>.000</b>	<b>Significant</b>
Affective Commitment (AC)	312	0.386	.000	Significant
Continuance Commitment (CC)	312	0.37	.000	Significant
Normative Commitment (NC)	312	0.391	.000	Significant
<b>Overall Commitment</b>	<b>312</b>	<b>0.43</b>	<b>.000</b>	<b>Significant</b>