

## Organizational commitment and its influence on teaching performance in public schools of Villa El Salvador, Perú

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**Abstract:** In today's increasingly competitive global market, organizational commitment has emerged as a key determinant of employee retention and institutional sustainability. This study aimed to explore the relationship between organizational commitment and employee engagement, focusing on how emotional attachment and self-esteem influence workforce stability. A quantitative, cross-sectional design was adopted, using a structured questionnaire administered to 70 employees from medium-sized enterprises in Lima, Peru. The instrument evaluated three dimensions of commitment: affective, continuance, and normative. Descriptive and inferential analyses were conducted using SPSS. The findings revealed that affective commitment strongly correlates with job satisfaction and a lower intention to quit, while continuance commitment appears more linked to economic dependency than to motivation. Normative commitment, although present, showed weaker ties to organizational citizenship behaviors. The study also highlighted the importance of leadership practices that enhance employee self-worth and integration within teams. In conclusion, fostering a culture of emotional connection and ethical responsibility can significantly increase organizational loyalty and reduce turnover. The results suggest that organizations must go beyond contractual obligations and cultivate environments that prioritize personal value and professional growth.

**Keywords:** *Affective commitment, Continuity, Identity, Normative commitment.*

### 1. Introduction

In the context of intensifying global competition, organizations have redirected their strategic focus towards cultivating human capital as a cornerstone of long-term sustainability. Organizational commitment has emerged as a critical determinant of institutional resilience and growth, as it reflects the psychological and emotional connection employees have with their workplace. According to Hanaysha [1] employees with a strong sense of commitment tend to display increased levels of motivation, accountability, and loyalty, contributing meaningfully to institutional goals. This emotional attachment not only enhances productivity but also reduces the likelihood of absenteeism and turnover. Similarly, Naqvi and Bashir [2] contend that employee self-esteem and integration into the organizational culture are crucial elements that influence retention and job satisfaction. They argue that executives must nurture these aspects to mitigate the risk of professional disengagement. Moreover, Meyer and Allen [3] propose a foundational model in which organizational commitment is seen as a multidimensional construct composed of affective, continuance, and normative components. These dimensions collectively shape an employee's willingness to remain in the organization, governed not only by rational calculations but also by emotional and moral factors. The combination of these studies

underscores that organizational commitment functions as a multidimensional engine driving employee behavior and institutional cohesion.

From an international education perspective, the role of teachers as change agents and system enablers has been repeatedly emphasized by intergovernmental agencies. According to UNESCO [4] ensuring high-quality, continuous professional development for teachers is a key global commitment, as educators play a foundational role in achieving educational equity and excellence. The global teacher report stresses the need for accredited training, leadership development, and robust support systems that enhance teacher effectiveness. In this vein, Monarca [5] critiques the Ibero-American education systems for their insufficient institutional backing and limited spaces for pedagogical collaboration and innovation. These deficiencies are particularly evident in Latin America, where teachers often lack sustained opportunities for reflective practice and curricular development. In Chile, Silva, et al. [6] observe that initial teacher education programs fall short in preparing educators for the complex demands of the classroom, calling for systemic reforms that prioritize both pedagogical and socioemotional competencies. These international evaluations provide a comparative framework that highlights the pressing need to strengthen teacher development systems and promote long-term career trajectories rooted in evidence-based practices.

The development of professional competencies in teaching has evolved significantly over the last two decades, shifting from a focus on rigid performance metrics to a more holistic understanding of the integration of knowledge, skills, values, and critical thinking. As Espinoza Freire and Campuzano Vásquez [7] argues, competencies are not merely task-oriented capabilities but reflect the mobilization of cognitive, emotional, and contextual resources in response to real-world problems. This perspective suggests that the development of competence is inherently situated and dynamic, arising from the interaction between the individual and the task at hand. López, et al. [8] support this view by arguing that competence-based curriculum frameworks are more responsive to global educational challenges, particularly those related to student-centered learning and 21st-century skills. Martínez, et al. [9] further assert that professional competence is constructed continuously throughout an educator's career and is manifest in classroom innovation, differentiated instruction, and reflective practice. Likewise, Salazar and Tobón [10] emphasize the necessity of ongoing teacher education to keep pace with technological change and evolving pedagogical paradigms. Thus, the cultivation of competencies represents not only a pedagogical imperative but also a strategic approach to enhance the quality and adaptability of education systems.

Despite these advancements, teaching remains one of the most demanding and stress-prone professions. According to Stelmokienė, et al. [11] the emotional labor inherent in teaching, characterized by frequent interpersonal interactions, high administrative burdens, and societal expectations, places educators at a heightened risk for burnout and psychological distress. These pressures were further exacerbated by the COVID-19 pandemic, which forced rapid transitions to digital modalities and increased emotional strain on teachers. Prieto [12] suggests that institutional norms, working conditions, and organizational culture all contribute significantly to the erosion or enhancement of teacher performance. In alignment with this, Meza, et al. [13] emphasize that inadequate infrastructure, insufficient instructional resources, and limited professional development opportunities create systemic obstacles that hinder educators' capacity to provide quality instruction. Particularly in Peru, public school teachers often experience disproportionate challenges due to resource disparities, policy gaps, and logistical constraints. Guadalupe, et al. [14] report that, despite their efforts, many public school educators are constrained by a lack of materials and institutional autonomy, which ultimately affects their pedagogical effectiveness.

These institutional shortcomings often contribute to deteriorating professional identity and motivation among educators. Gálvez Suarez and Milla Toro [15] note that teachers frequently report low self-esteem, emotional exhaustion, and depersonalization, exacerbated by a sense of societal undervaluation and inadequate state support. Phrases such as "I am not paid enough" or "the state is to blame" reflect a broader sentiment of professional disillusionment. As Meyer and Allen [3] and

Dominique-Ferreira, et al. [16] observe, such feelings negatively influence the emotional and normative components of organizational commitment, diminishing not only job satisfaction but also long-term institutional affiliation. Conversely, when schools implement strategies that foster teacher well-being, provide recognition, and promote professional autonomy, they stimulate greater commitment and job satisfaction. Kotzé and Nel [17] affirm that emotionally supportive environments contribute to stronger affective and normative commitment, while also reducing turnover intentions and fostering professional identity. Organizational commitment, then, should be reframed not merely as a managerial strategy but as a vital component of educational quality and equity.

The context of Villa El Salvador, a district in Lima, Peru, provides a compelling case study for understanding how organizational commitment operates within public education systems. Based on observations and institutional reports, teachers in this locality often exhibit gaps in curricular contextualization, limited participation in institutional identity building, and inconsistent levels of engagement in school development processes. Collegial work sessions and school monitoring visits have revealed unmet needs in instructional planning, classroom management, and teacher collaboration. These issues highlight the necessity of conducting empirical research to explore the relationship between teachers' organizational commitment and their classroom performance. Framed by the conceptual model of Meyer and Allen [3] this study seeks to examine how affective, continuance, and normative commitment dimensions correlate with teaching performance in public basic education schools. Furthermore, the study adopts the performance criteria outlined in the Ministry of Education [18] offering a localized and policy-relevant approach to the investigation.

International and national research supports the rationale for this investigation. Dominique-Ferreira, et al. [16] conducted a quantitative study with 250 employees and found a strong positive correlation ( $\rho = .765$ ) between organizational commitment and organizational well-being. Their results underscore the importance of cultivating supportive environments that promote happiness, retention, and institutional commitment. Similarly, Sánchez Contreras [19] in a study involving 121 Peruvian teachers, found a very high correlation ( $\rho = .97$ ) between teacher support and teaching performance, further validating the hypothesis that supportive conditions significantly impact classroom outcomes. These studies reinforce the broader theoretical assertion that employee well-being, recognition, and institutional support are essential antecedents of both organizational commitment and professional efficacy.

Meyer and Allen [3] tripartite model of commitment remains one of the most robust frameworks in organizational psychology. Affective commitment refers to the emotional connection and identification with the organization; continuance commitment involves awareness of the costs associated with leaving the organization; and normative commitment relates to a perceived moral obligation to remain. These components are not mutually exclusive and often interact in complex ways to shape professional behavior Meyer, et al. [20]. Bortoluzzi, et al. [21] and Kotzé and Nel [17] reinforce the multidimensional nature of this model, noting that each component is influenced by leadership practices, communication strategies, and workplace equity. Understanding these dimensions allows educational institutions to design more effective interventions aimed at improving both employee satisfaction and institutional performance.

Teaching performance, as articulated by the Peruvian Ministry of Education [18] is a multidimensional construct encompassing planning, instructional delivery, classroom management, and professional development. It reflects the extent to which teachers engage students, utilize pedagogical strategies, and contribute to institutional culture. Gálvez Suarez and Milla Toro [15] and Espinoza Freire, et al. [22] argue that performance should be understood not only through student test scores but also through qualitative indicators such as classroom climate, creativity, and teacher adaptability. Pérez and Rave [23] further emphasize the role of educational leadership and school management in shaping teacher performance, suggesting that institutional context is as important as individual effort. Therefore, any analysis of teaching performance must take into account the structural, relational, and personal dimensions that affect how teaching is practiced and perceived.

Competency-based teaching models redefine performance by centering the teacher as an adaptive, reflective practitioner. Espinoza Freire and Campuzano Vásquez [7] and Salazar and Tobón [10] argue that the integration of values, knowledge, and skills is not a static checklist but a dynamic process contingent on real-life educational demands. According to Prieto-Molinari and Choy-Vessoni [24] professional competencies cannot be universally predicted or standardized due to the varied and evolving nature of classroom environments. Instead, teachers must continuously reconstruct their knowledge through critical reflection and collegial exchange. This understanding aligns with Meza, et al. [13] who emphasize that teacher performance is shaped by the synergy between personal agency, institutional conditions, and broader educational policies. Consequently, teaching competence must be examined as an evolving construct deeply embedded in sociocultural and organizational contexts.

Finally, the Good Teaching Performance Framework [18] offers a policy-based schema for evaluating and improving teacher effectiveness in Peru. It delineates four core dimensions: (a) Planning for Student Learning, which involves the design and adaptation of curricular materials to student needs; (b) Teaching for Student Learning, focusing on instructional strategies, assessment, and classroom climate; (c) Participation in School Management, which covers institutional collaboration and community engagement; and (d) Development of Professionalism and Identity, promoting reflective practice and continuous learning. Gálvez Suarez and Milla Toro [15] affirm that these dimensions collectively foster a culture of accountability, innovation, and professional growth. Teachers who actively engage in these domains are more likely to experience job satisfaction, demonstrate high levels of commitment, and achieve better educational outcomes for their students.

## 2. Methodology

Regarding the research, it was developed within the basic type, as it begins with a theoretical review with the purpose of supporting the foundation of the variables, which are verified through techniques and instruments executed in a specific population that was explored.

Research is fundamental because its essence or purpose seeks curiosity, creating new knowledge, and serves as a foundation or support for research [25]. Similarly, the study is framed within a quantitative approach.

Regarding the investigation design, it corresponds to a non-experimental design because it seeks to identify the relationship between the values found in both categories.

Within the conceptual definition of organizational commitment according to Meyer and Allen [3] it is a psychological phase that describes the bond of the employee with the entity. Additionally, it focuses on the attitude or psychological commitment of employees; a state that describes the characteristics of the relationships between the collaborator and the employer, which will influence future decisions to continue or leave the entity [20].

In the operational definition of the category, it was analyzed through three dimensions: affective commitment, normative commitment, and continuity, which are composed of nine indicators, three indicators for each dimension; it also responds to twenty-four items, each question has five alternatives considering the Likert scale. The ranges of analysis are three: deficient level, process, and outstanding.

In the conceptual definition of teaching performance according to the Ministry of Education [18] it is understood as the actions observed in teachers which are described and evaluated; they allow solving problems that emerge in their work and achieve an objective, where it involves different tools, knowledge, and internal and external resources, with the purpose of achieving the expected learning outcomes.

The operational definition of the variable was evaluated through four dimensions, the first focused on the preparation of students' learning, the second on the teaching of the learning activities carried out by teachers, the third on the contribution to school management, and finally on the development of teachers' continuous training; it will be measured through a survey, with eight indicators, two indicators for each dimension; similarly, it includes twenty-four questions organized

with five alternatives through the Likert scale. The ranges of analysis will be three: deficient level, process, and outstanding.

For the present research work, the population considered consisted of 84 teachers from two urban schools in the district of Villa El Salvador. The teachers belong to the three levels of basic education: initial, primary, and secondary, which are part of the present study.

The research is focused on a non-probabilistic sample; as a technique, a survey was carried out, through which questionnaires were developed to collect information on individuals' perceptions related to the study variables. Regarding the study, closed-ended questions were determined, considering five response alternatives, which allow gathering the perception of teachers. These items are supported by theoretical bases in each of the variables. Regarding the systematization of the data obtained in the work, descriptive statistics of the information were performed through tables and figures that evidence the percentages and levels of the variables; similarly, inferential analysis was carried out to test the hypotheses, to arrive at the findings that support the study. To evidence the level of confidence of the survey composed of a questionnaire, the Cronbach's Alpha test was considered:

The ethical attitude of the researcher requires correct handling of the data collected from the study. Therefore, this work has been carried out with three factors: first, it was strictly followed by the writing manual; second, the use of APA norm, which regulates the collection of consulted sources; third, submitting the software that measures the originality of the written content.

### 3. Results and Discussion

**Table 1.**  
Distribution of the frequency of the organizational commitment variable.

Level	Frequency	Percentage	Valid Percentage
Process	19	27.1	27.1
Highlight	51	72.9	72.9
Total	70	100.0	100.0

In Table 1 and the development of teachers' organizational commitment is evident. In this regard, the majority of teachers are at the distinguished level with 72.9%, who possess skills and competencies that develop commitment within the educational community; while some teachers are at a level in process with 27.1%, who need to strengthen their performance in issues related to commitment and identity with the school; likewise, according to teachers' perception, none of them are at the deficient level.

**Table 2.**  
Levels found in the dimensions of the organizational commitment variables.

Levels	Affective		Continuity		Normative	
	Frequency	%	Frequency	%	Frequency	%
Process	24	34.3%	22	31.4%	24	34.3%
Highlight	46	65.7%	48	68.6%	46	65.7%
Total	70	100.0	70	100.0	70	100.0

Regarding Table 2, it is possible to interpret that 65.7% of teachers express that they consider the importance of valuing the I.E., of which 34.3% are at the process level, who still need to reorganize skills related to their commitment to the institution; similarly, the highest acceptance of continuous commitment is at the distinguished level with 68.6%, where teachers are considered to have a predisposition and identity with the school; also, the process level shows a 31.4% perception of teachers, who require the support of administrators to assume commitments. Finally, the level with the highest reflection of support for the normative dimension shows 65.7% acceptance according to teachers' perception, who have continuous training, leaving 34.3% at the process level, where teachers

have some training needs.

**Table 3.**

Frequency distribution of teacher performance variable.

Level	Frequency	Percentage	Valid percentage
Process	8	11.4	11.4
Highlight	62	88.6	88.6
Total	70	100.0	100.0

According to Table 3, it can be interpreted that the level with the highest evidence of outstanding performance shows 88.6%. According to the result, a significant portion of teachers have favorable performances; regarding the level in process, it evidences 11.4% of teachers who require updating their knowledge and have a regular performance, requiring pedagogical support in their practice so they can achieve the development of their skills in relation to teaching and learning with students; within the survey, it can be deduced that there are no teachers with a deficient performance.

**Table 4.**

Frequency distribution of teacher performance dimensions.

Level	Preparation of Learning		Teaching learning		Participation in management		Development of professionalism	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Highlight	61	87%	61	87%	58	83%	66	94%
Process	9	13%	9	13%	12	17%	4	6%
Total	70	100%	70	100%	70	100%	70	100%

From the data obtained in Tables 4, it can be interpreted that the preparation dimension at the distinguished level shows a greater reflection of teachers' perception, with 87% indicating that teachers develop their curriculum instruments; similarly, 13% of respondents are at the process level, who to some extent fulfill the organization of their curricula. In the teaching dimension of learning, teachers manage strategies and processes that favor student teaching, supported by an 87% level of teacher acceptance. In the third dimension, the most accepted level has 83% favorability, describing that teachers participate in school management; 17% of teachers are at the process level, indicating that some do not participate in school management. The last dimension, professional development, shows that most teachers consider themselves to have continuous training and the development of professional ethics, supported by a 94% level of distinguished performance.

### 3.2. Inferential Analysis Normality Test

$H_0$ : Has a normal distribution.

$H_1$ : The data does not follow normal distribution.

**Table 5.**

Normality test Kolgomorov-Smirnov.

	Statistic	gl	Sig.
Commitment Organizational	0.559	70	0.000
Teaching performance	0.543	70	0.000

**Note:** Original development

From the data, we can interpret a lack of normality in the analyzed categories, given that the p-value in each case turned out to be minimal and below the significance level of 0.05. In this regard, the technique used is non-parametric, for which we will employ Spearman's correlation.

### 3.3. Hypothesis Testing

#### 3.3.1. General Statistical Hypothesis

H0: There is no significant relationship between organizational commitment and teacher performance in regular basic education institutions in Villa el Salvador, 2024.

H1: Is there a significant relationship between organizational commitment and teacher performance in regular basic education institutions in Villa el Salvador, 2024.

**Table 6.**

Correlation Between Organizational Commitment and Teaching Performance (Spearman's rho, N = 70).

Variable	1	2
1. Organizational Commitment	1.000	0.617**
2. Teaching Performance	0.617**	1.000

**Note:**  $p < .01$  (Two-tailed). Spearman's rho correlation was used.

Through Table 6, it can be interpreted that the Spearman's rho correlation coefficient indicates a positive and strong relationship with a rho value of 0.617, and a p-value of 0.000 less than 0.05. In this regard, it can be deduced that as organizational commitment strengthens in the educational institution, we will have greater development of the teachers' pedagogical practice, accepting the alternative hypothesis and rejecting the null hypothesis.

#### 3.4. Hypothesis Test of Specific Hypothesis 1

H<sub>0</sub>: There is no significant relationship between effective commitment and teacher performance in regular basic education institutions in Villa el Salvador, 2024.

H<sub>1</sub>: There is significant association between effective commitment and teacher performance in regular basic education institutions in Villa el Salvador, 2024.

**Table 7.**

Correlation Between Affective Commitment and Teaching Performance (Spearman's rho, N = 70).

Variable	1	2
1. Affective Commitment	1.000	0.578**
2. Teaching Performance	0.578**	1.000

**Note:**  $p < .01$  (two-tailed). Spearman's rho correlation was used.

From the results, we can interpret that the Spearman correlation coefficient Rho is 0.578, with a p-value of 0.000 less than 0.05, indicating a moderate positive relationship. At this level, the null hypothesis is rejected, and the alternative hypothesis is accepted. Therefore, it can be generalized that, if the attention to the affective commitment of teachers in the educational institution is prioritized, it will allow for the presence of teachers committed to their professional practice and the objectives of the educational community.

#### 3.5. Testing of Specific Hypothesis 2

There is no significant relationship between continuous commitment and teacher performance in regular basic education institutions in Villa el Salvador, 2024.

There is a significant relationship between continuous commitment and teacher performance in regular basic education institutions in Villa el Salvador, 2024.

**Table 8.**

Correlation values of commitment continuity and teaching performance.

Variable	1	2
1. Continuance Commitment	1.000	0.616**
2. Teaching Performance	0.616**	1.000

**Note:**  $p < .01$  (two-tailed). Spearman's rho correlation was used.



Through the analyzed data in answering the specific hypothesis, a correlation coefficient of 0.616 and a p-value significance of 0.000 (less than 0.05) is evidenced. From the result, we can affirm a strong positive correlation between the dimension and the study variable, accepting the alternative hypothesis and rejecting the null hypothesis. In that line of thought, if we implement processes to strengthen the commitment to continuity in the educational community, we will obtain better results from the pedagogical work of teachers.

### 3.6. Hypothesis Contrast 3

H0: There is no significant relationship between normative commitment and teaching performance in regular basic education institutions in Villa el Salvador, 2024.

H1: There is a significant relationship between the normative commitment and teacher performance in regular basic education institutions in Villa el Salvador, 2024.

**Table 9.**

Correlation Between Normative Commitment and Teaching Performance (Spearman's rho, N = 70).

Variable	1	2
1. Normative Commitment	1.000	0.499**
2. Teaching Performance	0.499**	1.000

Note:  $p < .01$  (two-tailed). Spearman's rho correlation was used.

With the obtained data, we can interpret the hypothesis contrast. A correlation of 0.499 and a p-value significance level of 0.000 (less than 0.05) is evidenced. Therefore, we determine to accept the alternative hypothesis and reject the null hypothesis. From this, it can be demonstrated a moderate positive relationship. Therefore, if we attend to the needs of teachers related to normative commitment through updates, it will affect their performance, favoring meritocracy, compliance with norms, and their performance commitments.

## 4. Discussion

After conducting a descriptive analysis of the results, inferential data was generalized; accordingly, using the research variables, the values of the teaching performance variable were determined, where it is evident that most teachers have a favorable performance at school, which demonstrates their commitment to the organization. According to the perception of 94% of the teachers, there is a distinguished pedagogical practice, considering them as an educational community with a strong teacher. In this line of thought, Martínez, et al. [9] mentioned that competence is constructed throughout the professional career and is evidenced in the pedagogical practice that the teacher carries out in the classroom, developing improvements and innovation in teaching and learning. Furthermore, to develop a competent teacher in the knowledge era, it is important to deploy values, skills, and knowledge that facilitate their work in the present [10]. Similarly, predicting competition is a very complex activity and requires the analysis of its nomological concept for understanding, as variables from psychology evidence some limitations in its comprehension [24]. Likewise, Gálvez Suarez and Milla Toro [15] and Stelmokienė, et al. [11] supported the importance of the skill that a subject possesses and demonstrates through the mastery of skills, knowledge, and abilities with the purpose of addressing a specific problem related to a profession. The level with the minimum percentage is 6% where teachers with needs for strengthening their pedagogical practice are located, with whom reflective spaces led by administrators and updates that the executing institutions can make should be carried out. How it is supported Meza, et al. [13] and Rodríguez [26] is that the elements that directly influence teaching performance are the quality of educational management, and this influence affects the primary agent directly, the student.

Regarding the organizational commitment variable, the findings evidenced in the descriptive results interpret that the process level shows 27% of teachers need to develop skills and knowledge to strengthen their identity with the community. However, most teachers evidence a perception of



73%, which places them at the distinguished level with a favorable organizational commitment, allowing for a collegial educational community. Remember that Meyer and Allen [3] and Karim and Rehman [27] mention that organizational responsibility is a psychological state that characterizes the bond of the worker with the entity. Also, it focuses on the psychological attitude or commitment of workers; a state that describes the characteristics of the relationships between the collaborator and the employer, which will influence future decisions to continue or leave the entity [1, 20]. Similarly, it relates to the level of collaborators who are focused and commit their actions to benefit the work team and the company [28]. It is recommended for collaborators to have a high organizational commitment to the entity's objectives, as this allows for the worker's continuity, enabling them to achieve their personal and professional goals [29]. Finally, job satisfaction, educational autonomy, efficacy, and organizational commitment were positively associated with each other, these results strengthen the deepening of the commitment organizational knowledge of the management and educational community [30].

This way, the general hypothesis contrasted demonstrated the existence of a positive and strong relationship of 0.617 between organizational commitment and teaching performance; with a p-value of 0.00, which is lower than 0.05. As organizational commitment is strengthened in each teacher and teacher at the educational institution, there will be greater development of the pedagogical practice among teachers in a collegial manner; therefore, the quality of the students' learning outcomes will be improved. In this regard, educational community administrators can exercise collaborative leadership to strengthen teaching performance and improve commitment to the entity. According to the author, the relationship is positive and moderate; unlike the positive and strong result found with a correlation of 0.617; we agree with the author above that the leadership of administrators allows teachers to reflect on their pedagogical practice, which strengthens their identity with the institution. Another investigation that supports the achieved results is, Gamarra [31] in a research study determined that the correlation coefficient Rho is 0.459, demonstrating a moderate positive relationship between organizational commitment and its relationship with teacher performance.

Regarding specific hypothesis one, we can demonstrate the existence of a positive and moderate correlation of 0.578, with a significance level of p-value 0.00, less than 0.05, thereby corroborating that prioritizing the commitment of teachers' affective engagement in the educational institution will allow for the presence of teachers committed to their performance in the classrooms. Additionally, the descriptive data of the study shows that 34.3% of the surveyed teachers are at the process level regarding affective commitment; from this result, we can mention the existence of a population that requires strengthening of their social skills competencies, thus creating a favorable climate in the educational institution. On the same line of thought, collaborators experience high levels of commitment and occupational identity when they show favorable, pleasant, and good-willed attention from companies, managers, or supervisors; this motivates them to achieve the goals set by the entity [17]. Similarly Dominique-Ferreira, et al. [16] confirmed that an organization can provide a favorable well-being environment for collaborators, and strategies to generate organizational commitment are fundamental in an entity; likewise, it promotes the happiness and commitment of workers with the company. Therefore Meyer and Allen [3] argued that the nature of psychological processes differs in each one, and effective commitment is focused on the emotional attachment of the collaborator to the entity.

Regarding specific hypothesis two, the evidence corroborates a strong positive correlation of 0.616, even with a significance level of 0.00 less than 0.05, demonstrating that if processes to strengthen the commitment to continuity in the educational community are carried out, we will obtain better results in the teachers' and teachers' work in the classrooms. In relation to the descriptive data, the level in process evidences a 34.1% agreement according to the perception of the teachers. This data allows describing the existence of a small group of teachers who need to be attended to renew their skills with commitment to continuity in the institution. Thus, Meyer and Allen [3] mentioned that the nature of psychological processes differs in each one; the commitment

to continuity focuses on the awareness of the costs associated with leaving the entity, therefore, they decide to remain in it. On the other hand, reviewing the educational process from the perspective of teachers related to school management in which they work, this has been one of the factors that directly influences the improvement of the quality of students' learning [13, 32].

In relation to specific hypothesis three, data related to a correlation of 0.499 and a significant value of less than 0.05 were found. From this, a moderate positive relationship can be demonstrated. Therefore, if the needs of teachers related to normative commitment are met through updates, this will impact teacher performance, promoting meritocracy, compliance with norms, and their identity. On the other hand, Agustina and Martín [33] and Glaés-Coutts [34] shared in their research studies that to achieve an efficient organizational commitment of teachers with added value, it is fundamental to have adequate talent management and proper organizational happiness. In that line, Meyer and Allen [3] support that the nature of psychological processes differs in each one; normative commitment highlights a state of emotional duty to remain in the position [21].

## 5. Conclusions

In relation to the general objective, it is concluded that there is a strong positive relationship of 0.617 between organizational commitment and teaching performance; with a p-value of 0.00 which is lower than 0.05. In this regard, it can be generalized that as organizational commitment is strengthened in the educational institution, we will have greater development of the pedagogical practice of teachers.

In relation to the specific objective one, it is concluded that there exists a moderate positive correlation of 0.578, with a significant level of p-value 0.00, lower than 0.05. Therefore, it can be deducted that, if the attention to the affective commitment of teachers and educators in the educational institution is prioritized, it will allow for having teachers committed to their professional practice and the objectives of the educational community.

For the second specific objective, it is concluded that there is a strong positive correlation of 0.616 between the dimension of continuity commitment and the variable of teaching performance, with a significant level of 0.00, lower than 0.05. Therefore, it can be concluded that, if we carry out processes of strengthening the continuity commitment in the educational community, we will obtain better results of the pedagogical practice of teachers in the classrooms.

In relation to specific objective three, a correlation of 0.499 and a p-value significance of 0.000 less than 0.05 is concluded. From this, a moderate positive relationship can be demonstrated. Therefore, if the needs of teachers related to normative commitment are met through updates, this will have an impact on teaching performance, favoring meritocracy, compliance with norms, and the fulfillment of their teaching performance commitments.

## Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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