



ORGANIZATIONAL SUPPORT AND JOB PERFORMANCE OF PUBLIC SCHOOL ELEMENTARY TEACHERS: THE MEDIATING EFFECT OF PROFESSIONAL COMMITMENT

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Abstract:

The primary aim of the study is to find out the significance of the mediating effect of professional commitment on the relationship between organizational support and job performance. Using a correlational technique as well as a quantitative non-experimental and mediation research design, data were obtained from 300 public elementary school teachers working in Baganga North and South districts, Davao Oriental. The researcher used a stratified random sampling technique and the statistical tools mean, Pearson r , and path analysis. From the results of the study, it was found that there are very high levels of organizational support, job performance, and professional commitment. In addition, there are significant relationships between organizational support and job performance, organizational support and professional commitment, and professional commitment and job performance. Further, professional commitment partially mediates the relationship between organizational support and job performance.

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1. Introduction

Poor performance of teachers has been an emerging concern among schools worldwide. Low job performance is caused by frequent absenteeism, tardiness, attending lessons when tired, and unprepared teachers (Khomariyah *et al.*, 2023). Particularly, in public schools, teachers' poor performance was evident in their lack of proper training to update their knowledge, still having low qualifications and using the typical style to teach the students. Most teachers know little or nothing about the new concepts included in the new curriculum. Teaching unmotivated students, workload, dealing with colleagues, administration and management, role conflict, and poor working conditions all result in poor job performance (Jomuad *et al.*, 2021; Utami *et al.*, 2021).

Teachers' performance is important since it has been seen to predict school effectiveness. Job performance is one of the pillars that can maintain the quality of the school system (Morales-Romero *et al.*, 2021). Teachers are expected to perform their job at a high level in order to overcome school challenges and achieve the school's basic objectives at the desired level. Hence, the high effectiveness of this school was inseparable from the effective teacher's teaching job performance. Teachers' teaching performance must be continuously improved to improve school effectiveness. Further, job performance is significantly important as it creates rewards for teachers in the form of salaries, benefits, recognition, and promotional opportunities (Mulyani *et al.*, 2020; Rohma *et al.*, 2020).

In the study by Li *et al.* (2025), organizational support has a positive correlation with teacher job performance. When organizational support increases, teachers feel more satisfied, which further stimulates their positive job performance. Similarly, in the research by Khoirunnisa *et al.* (2022), organizational support has a significant correlation with job performance. Organizational support activities, such as teacher participation in contests, increase a sense of competitiveness and improve job performance.

Moreover, in a related study by Su (2024), organizational support is positively associated with professional commitment. Enhancing teachers' organizational support further consolidates teachers' professional commitment. Also, a previous study by Wang (2024) found out that within the teaching domain, organizational support has a significant relationship with professional commitment. Organizational support from colleagues enhances collaborative relationships and influences teacher professional commitment.

In another study by Paunan *et al.* (2024), teacher professional commitment has a correlation with job performance. Professional commitment is an indication of loyalty to school, school effectiveness, improved student learning outcomes, and job performance. Relatedly, the study by Cabanilla *et al.* (2024) found out that the professional commitment of teachers has a significant correlation with job performance and the overall success of educational institutions and students. Both the educational system and job performance are greatly impacted by the professional commitment of teachers.

Furthermore, the researcher has not come across of a study that dealt on the mediating effect of professional commitment on the relationship between organizational support and job performance of public elementary school teachers in the local setting. It is in the above context that the researcher decided to conduct the study with the intention of determining whether professional commitment has a mediating effect on the relationship between organizational support and job performance in Baganga North and South Districts. A previous study by Ghimire *et al.* (2023) suggests that further research may be important to test issues in job satisfaction. Moreover, in another study by Salameh and Benkohila (2024), it was recommended that there could be other factors that can better predict job performance of teachers; thus, further investigate such a construct.

2. Literature Review

In the study by Wei (2024), educational support refers to respect and encouragement, including providing diverse teaching resources and various teaching methods, that develop perceptions that lead to increased self-efficacy. Educational support enhances social presence and improves learning engagement. Also, the results of a study by Chiu (2022) found out that the educational support increased the extent to which the teachers' needs were met, resulting in more high-quality student-centered integration practices.

Further, in a study by Martinez and McAbee (2020), administrative support is defined as the practices provided by administration, such as mentoring programs, staff development, and support in general with teachers, which ultimately affect teachers' decisions to remain in the profession. Teachers who feel that they are supported by their administrators in carrying out professional responsibilities are more likely to be satisfied with their career and remain in teaching longer. Similarly, another study by Shuls and Flores (2020) mentioned that through administrative support, the teacher has the freedom to conduct research, facilitate meetings, gather the input of others, and ultimately share their findings with the administration. This allows teachers to be a part of almost every decision made at the district level.

In another study by Alev (2021), justice refers to taking into consideration the school practices and establishing qualified communication with teachers that will positively affect motivation. The increase in teachers' justice will increase their motivation towards their profession and their identification level with their schools. Relatedly, Emenike and Nwogbo (2021), justice determines the attitude that the teachers bring to work. Teachers with high perceptions of justice will be motivated to higher levels of job performance, while those whose organizational justice is low will respond negatively by resorting to withdrawal behaviour.

In addition, a related study by Le Sante *et al.* (2021) contextual performance as the expression of voluntary behavior towards the organization, which is beyond a worker's formal obligations and is not directly recognized by the organization. These acts are important because they form the organizational, social, and psychological context for task procedures, as individuals contribute to organizational effectiveness by doing things that

are not defined within their main functions. Further, in the study by Deeba *et al.* (2021), schools need contextual performance by their teachers for value addition to their social and psychological spheres. Contextual performance at school plays an important role in the goal attainment of any institution.

Moreover, Kumari and Kumar (2023) defined task performance to include the tasks and obligations a teacher fulfils at a given time to achieve objectives and goals in the educational system. Teachers actively immerse themselves in personal growth and competence, enabling them to achieve optimal task performance with high interest and pleasure. Relatedly, in the study by Gao *et al.* (2021), people with high task performance tend to have significant conscientiousness. As a result, they focus well on tasks and earn better. This is because the confidence of the teachers in their ability to organize and execute the course of action required to carry out the task has correlated significantly and positively with the behaviors directly related to the completion of the job and with the extra role of supportive behaviors.

In a previous study by Sunitha and Kalaivani (2023), teacher commitment towards their profession is an indispensable tool for promoting quality education. Every educational institution should provide an environment that promotes the motivation of teachers and reflects on their feelings of commitment towards their profession. Similarly, Julius (2022) in his study concluded that the teaching profession requires commitment, wherein every educator needs to be committed to the teaching profession as a whole. This means abiding by the rules and regulations and embracing the principles of the teaching profession.

Additionally, in the study by Shu (2022), teacher commitment towards students can develop passionate students by motivating them to participate in class exercises. Committed teachers are competent enough to offer students new teaching techniques that result in greater success. Also, Ural (2021) in their study found out that a high level of teacher commitment towards students contributes to student achievement. Teacher commitment towards students results in students who are aware that their teachers are focused on their work and devote themselves to students and their learning, thus students take their studies more seriously.

In another study by As-il (2024), it was concluded that teacher commitment towards the community highlights their significant role in the school and to their social responsibilities. Teachers should engage actively in community activities to foster closer connections with students and establish a strong school and community partnership. Further, a similar study by Taguchi *et al.* (2022) mentioned that commitment towards the community is associated with improved health outcomes and has a ripple effect on the development of the community. The pleasure from community-based group activities promotes greater social interaction and health-promoting behaviors as well as leads to greater commitment towards the community.

3. Material and Methods

This study was conducted in public schools in Baganga North and South districts, Davao Oriental, which is part of Region XI, Philippines. The respondents of the study included 300 public elementary school teachers out of a total of 485 teachers in the 2 districts - Baganga North and Baganga South, all under the Division of Davao Oriental. For a population of less than 1,000, the sample size of 300 or a ratio of 30% is advisable to ensure representation of the sample (St. Olaf College, 2024).

Stratified random sampling was employed in the study such that all public elementary school teachers under the Baganga North and South district had the chance to be selected and considered for inclusion in the final sample. In Hayes (2024), the basis for the stratification is the respondents' shared attributes or characteristics, such as educational attainment and number of years in teaching. The respondents were chosen to answer the questionnaire with confidentiality. The researcher believed that such sample size and number of respondents can represent the population.

For the inclusion criteria, in particular, included in this study as the respondents are the public elementary school teachers in Baganga North and South districts, Davao Oriental who are currently employed for the School Year 2024-2025, whose plantilla numbers are in the Department of Education and who are teaching for a period of two years, as they are the ones who are in the position to provide useful information upon testing the hypothesis of the study.

For the exclusion criteria, those teachers who are not teaching in the elementary public schools in Baganga North and South districts, Davao Oriental, were excluded from the study, for they were in a different work environment and supervision. Also, teachers who are working in the junior and senior high schools, including those teaching in private schools, even if assigned in the identified schools of the study and including those teachers who hold managerial or supervisory positions, were excluded from the study. The respondents were chosen to answer the questionnaire with confidentiality. As to the withdrawal criteria, the target respondents were free to decline from participating the survey and they can be withdrawn from the research study if they committed falsification, plagiarism and other moral offenses or the respondents have health conditions and special needs or they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty. They were not forced to answer the research questionnaire and were encouraged to return it to the researcher for its automatic disposal.

There were three sets of questionnaires reflecting the independent, dependent and mediating variables, which were adapted from different authors. The questionnaire for organizational support was adapted from "Perceived organizational support and organizational trust in primary schools" by Kara *et al.* (2015) with three indicators: educational support, administrative support, and justice, while the dependent variable is job performance with 2 indicators: contextual performance and task performance which

was taken from “Assessing reliability and validity of job performance scale among university teachers” by Yusoff *et al.* (2014).

Moreover, the mediating variable is professional commitment, which was taken from “Teachers Professional Commitment towards Students Learning, their Profession and the Community in Eastern Ethiopian Secondary Schools” by Hussen *et al.* (2016) with three indicators: towards their profession, towards students, and towards the community.

In evaluating organizational support, job performance and professional commitment of public elementary school teachers, the 5-point Likert scale was used with the following range of means and its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

Having been adapted, the survey instrument was content-validated by four internal and one external experts, whose validation results show an average mean of 4.43 with a descriptive rating of very good. Pilot testing was done, and the reliability of the scales was established using the Cronbach alpha coefficient. The results revealed the scores of 0.902 for Organizational Support, 0.935 for Job Performance and 0.881 for Professional Commitment. The study covered the period January-December 2025.

This study utilized a quantitative non-experimental design of research using a correlational technique. This kind of design, according to Creswell (2014) and De Vaus (2001), provides summary data specifically measures of central tendency, including the mean, standard deviation and correlation between variables or employing methods of analyzing correlations among multiple variables by using tests such as Pearson *r* and regression analysis. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This method of research was appropriate for this study because its objective is to determine the significant relationship of organizational support as the independent variable, job performance as the dependent variable and professional commitment as the mediating variable.

The mediation process was used to determine whether the relationship between organizational support as the independent variable, job performance as the dependent variable, is significantly reduced after inclusion of the mediating variable- professional commitment. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

This research study followed a systematic procedure. There was a letter-request for permission to conduct a study to be approved by the Dean, Professional Schools, in which letter, once approved, was sent to the Schools Division Superintendent of the Department of Education Division of Davao Oriental. The School Heads was furnished

by said letter before the actual conduct of the data gathering. Also, before the actual data collection, the researcher secured a Certificate of Approval from UMERC (UMERC Protocol Number 2025-361) to ensure compliance of some ethical considerations in research. The method used in the survey was a face-to-face method wherein the researcher made sure that the classes of the teachers were not disturbed or cancelled. All retrieved questionnaires were encoded in the Excel template after verification and checking for completeness of the answers. After all the tallying and validating of results, the data was analyzed and interpreted by the designated statistician, in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

As to the statistical tools used in this study: for the levels of organizational support, job performance and professional commitment of public elementary school teachers, the mean was used to answer research objectives 1, 2 and 3. For the test of significance with the hypotheses at 0.05 level of significance: Pearson Product-Moment Correlation (Pearson r) was used to determine the significance of the relationship between and among the variables: organizational support, job performance and professional commitment of public elementary school teachers. This answers research objective number 4. As to the objective on mediation, Medgraph using the Sobel z-test was used to determine the significance of the mediation of professional commitment on the relationship between organizational support and job performance of public elementary school teachers

In this study, the researcher observed ethical issues and considerations to ensure that the rights of the respondents were protected. The UMERC Certificate of Compliance was issued to the researcher in compliance with the ethical considerations. Moral concerns were observed during the conduct of this study. The researcher has sought the permission of the concerned officials regarding the conduct and involvement of the target respondents. The respondents were oriented on their roles and were informed that their participation was free and voluntary. They were asked through informed consent and were assured that the data collected from them would be kept private and confidential. The researcher ensured that no possible risks were involved and mitigating measures, psychological, financial and physical preparations were also considered. There was no conflict of interest (COI) or traces of it, and deceit was avoided. For purposes of the publication, the adviser becomes a co-author of the study.

4. Results and Discussion

Table 1: Level of Organizational Support

Indicators	SD	Mean	Descriptive Level
Educational Support	0.37	4.80	Very High
Administrative Support	0.25	4.74	Very High
Justice	0.19	4.90	Very High
Overall	0.26	4.82	Very High

Presented in Table 1 is the level of organizational support, which has gained a total mean rating of 4.82 or very high and a standard deviation of 0.26. This means that the measures of organizational support are always manifested. The indicator with the highest mean is justice, with a mean score of 4.90, described as very high and a standard deviation of 0.19. On the other hand, the indicator with the lowest mean is administrative support, with a mean score of 4.74, which is very high and a standard deviation of 0.25.

The very high level of justice implies that there are very high instances of taking into consideration the school practices and establishing qualified communication with teachers that will positively affect motivation. The result is aligned with authors (Alev, 2021; Emenike & Nwogbo, 2021) who stated that an increase in teachers' justice will increase their motivation towards their profession and their identification level with their schools. Also, justice determines the attitude that the teachers bring to work. Teachers with high perceptions of justice will be motivated to higher levels of job performance, while those whose organizational justice is low will respond negatively by resorting to withdrawal behaviour.

Furthermore, the very high level of administrative support implies that the teachers experience great practices provided by administration, such as mentoring programs, staff development, and support in general, which ultimately affect their decisions to remain in the profession. This is consistent with the authors (Martinez & McAbee, 2020; Shuls & Flores, 2020), wherein teachers who feel that they are supported by their administrators in carrying out professional responsibilities are more likely to be satisfied with their career and remain in teaching longer. Moreover, through administrative support, the teacher has the freedom to conduct research, facilitate meetings, gather the input of others, and ultimately share their findings with the administration. This allows teachers to be a part of almost every decision made at the district level.

Table 2: Level of Job Performance

Indicators	SD	Mean	Descriptive Level
Contextual Performance	0.20	4.82	Very High
Task Performance	0.23	4.84	Very High
Overall	0.16	4.83	Very High

Shown in Table 2 is the level of job performance with an overall mean of 4.83, described as very high and a standard deviation of 0.16. This explains that the measures of job performance are always manifested. The indicator task performance gained the highest mean score of 4.84, labeled as very high, with a standard deviation of 0.23. Meanwhile, the indicator with the lowest mean is contextual performance, with a mean score of 4.82, labeled as very high and a standard deviation of 0.20.

The very high level of task performance implies that the teachers have great tasks and obligations that they fulfill at a given time to achieve objectives and goals in the educational system. The result is consistent with the authors (Gao *et al.*, 2021; Kumari & Kumar, 2023) who highlighted that people with high task performance tend to have

significant conscientiousness. As a result, they focus well on tasks and earn better. This is because the confidence of the teachers in their ability to organize and execute the course of action required to carry out the task has correlated significantly and positively with the behaviors directly related to the completion of the job and with the extra role of supportive behaviors. Further, teachers actively immerse themselves in personal growth and competence, enabling them to achieve optimal task performance with high interest and pleasure.

Table 3: Level of Professional Commitment

Items	SD	Mean	Descriptive Level
I uphold teaching as a lifelong vocation and remain committed to the profession as a permanent career.	0.40	4.91	Very High
I embrace the noble ideal of selfless service to learners and the community over personal gain.	0.60	4.75	Very High
I abide by the professional code of ethics in relation to conduct, responsibilities, and professional practice.	0.23	4.94	Very High
I demonstrate a commitment to intellectual growth and lifelong learning in my teaching practice.	0.70	4.44	Very High
I consistently strive to raise educational standards and deliver quality services that support sound professional judgment.	0.47	4.82	Very High
I refrain from delegating professional responsibilities to non-teaching personnel if it compromises learner welfare.	0.87	4.39	Very High
I utilize official time granted for professional tasks, development, and instructional responsibilities appropriately.	0.23	4.94	Very High
I acknowledge the intellectual contributions of others by using written works or research findings with academic integrity.	1.25	4.16	High
I foster a safe, inclusive, and supportive learning environment where learners feel confident and motivated to succeed.	9,23	4.94	Very High
I encourage learners to set and pursue high-level goals in developing their physical, intellectual, and creative potentials.	0.23	4.94	Very High
I demonstrate respect for learners' rights and dignity, and maintain a caring and positive attitude toward them.	0.14	4.98	Very High
I recognize and respond to individual learner differences to support diverse learning needs.	0.14	4.98	Very High
I maintain professional conduct by avoiding unconstructive or inappropriate remarks about learners.	0.32	4.89	Very High
I collaborate with relevant individuals and agencies in addressing the academic and developmental needs of learners.	0.42	4.78	Very High
I motivate learners to engage in classroom interactions and foster mutual understanding between teacher and students.	0.14	4.98	Very High
I actively participate in community outreach programs and development initiatives.	0.36	4.85	Very High
I advocate for quality education and contribute to the community's moral, spiritual, and intellectual advancement.	0.32	4.89	Very High
I demonstrate respect for community values and uphold loyalty to the school and its stakeholders.	0.14	4.98	Very High

I regularly communicate with parents regarding their children’s academic progress and development.	0.14	4.98	Very High
I build friendly and cooperative relationships with parents to support learner growth and school improvement.	0.14	4.98	Very High
Overall	0.23	4.83	Very High

In addition, the very high level of contextual performance implies that the teachers practice high expressions of voluntary behavior towards the organization, which is beyond their formal obligations and is not directly recognized by the organization. The result is aligned with the authors (Deeba *et al.*, 2021; Le Sante *et al.*, 2021), emphasizing that schools need contextual performance by their teachers for value addition to their social and psychological spheres. Contextual performance at school plays an important role in the attainment of the goals of any institution. Such acts are important because they form the organizational, social, and psychological context for task procedures, as individuals contribute to organizational effectiveness by doing things that are not defined within their main functions.

It can be gleaned from Table 3 that the level of professional commitment has gained a total mean score of 4.83 or very high and a standard deviation of 0.23. This shows that the measures of professional commitment are always manifested. The very high level of professional commitment is due to the very high and high mean scores obtained and computed mean scores of its specific items. Furthermore, the specific items “I demonstrate respect for learners’ rights and dignity, and maintain a caring and positive attitude toward them”, “I recognize and respond to individual learner differences to support diverse learning needs”, “I motivate learners to engage in classroom interactions and foster mutual understanding between teacher and students”, “I demonstrate respect for community values and uphold loyalty to the school and its stakeholders”, “I regularly communicate with parents regarding their children’s academic progress and development”, and “I build friendly and cooperative relationships with parents to support learner growth and school improvement” all gained the highest mean score of 4.98 labeled as very high with a standard deviation of 0.14. On the other hand, the specific item with the lowest mean is “I acknowledge the intellectual contributions of others by using written works or research findings with academic integrity” with a mean score of 4.16, labeled as high and a standard deviation of 1.25.

The very high levels of “I demonstrate respect for learners’ rights and dignity, and maintain a caring and positive attitude toward them”, “I recognize and respond to individual learner differences to support diverse learning needs”, “I motivate learners to engage in classroom interactions and foster mutual understanding between teacher and students”, “I demonstrate respect for community values and uphold loyalty to the school and its stakeholders”, “I regularly communicate with parents regarding their children’s academic progress and development”, and “I build friendly and cooperative relationships with parents to support learner growth and school improvement” imply that the teachers are highly committed towards students for they can develop passionate students by motivating them to participate in class exercises. The result is aligned with

the authors (Shu, 2022; Ural, 2021), stating that a high level of teacher commitment towards students contributes to student achievement. Teacher commitment towards students results in students who are aware that their teachers are focused on their work and devote themselves to students and their learning, thus students take their studies seriously. Committed teachers are competent to offer students new teaching techniques that result in greater success.

Additionally, the high level of I acknowledge the intellectual contributions of others by using written works or research findings with academic integrity implies that the teachers are highly committed towards their profession, as it is an indispensable tool for promoting quality education. The result is coherent with the authors (Julius, 2022; Sunitha & Kalaivani, 2023) wherein every educational institution should provide an environment that promotes the motivation of teachers and reflects on their feelings of commitment towards their profession. Further, the teaching profession requires commitment, wherein every educator needs to be committed to the teaching profession as a whole. This means abiding by the rules and regulations and embracing the principles of the teaching profession.

Table 4: Overall Significance on the Relationships between Levels of Organizational Support, Job Performance, and Professional Commitment

	Organizational Support	Job Performance	Professional Commitment
Organizational Support	1	.556**	.141**
Job Performance	.556**	1	.683**
Professional Commitment	.141*	.683**	1

Presented in Table 4 are the results of the correlational analysis on organizational support, job performance, and professional commitment. It can be seen from the table that when organizational support is correlated with the measures of job performance, the overall r-value results in 0.556 with a p-value of 0.000, which is lower than the 0.05 level of significance. This implies that organizational support has a significant relationship with job performance.

Additionally, when organizational support is correlated with the measures of professional commitment, the overall r-value results in 0.141 with a p-value of 0.014, which is lower than the 0.05 level of significance. This implies that organizational support has a significant relation with professional commitment. Furthermore, when professional commitment is correlated with the measures of job performance, the overall r-value results in 0.683 with a p-value of 0.000, which is lower than the 0.05 level of significance. This implies that professional commitment has a positive relationship with job performance.

The correlation between measures revealed that there are significant relationships between organizational support and job performance, organizational support and professional commitment, and professional commitment and job performance. The result of the study is aligned with the authors (Khoirunnisa *et al.*, 2022; Li *et al.*, 2025), wherein organizational support has a positive correlation with teacher job performance. When

organizational support increases, teachers feel more satisfied, which further stimulates their positive job performance. Also, organizational support has a significant correlation with job performance. Organizational support activities, such as teacher participation in contests, increase a sense of competitiveness and improve job performance.

Moreover, the result is consistent with (Su, 2024; Wang, 2024), who stated that organizational support is positively associated with professional commitment. Enhancing teachers' organizational support further consolidates teachers' professional commitment. Relatedly, within the teaching domain, organizational support has a significant relationship with professional commitment. Organizational support from colleagues enhances collaborative relationships and influences teacher professional commitment.

In addition, the result is coherent with the authors (Cabanilla *et al.*, 2024; Paunan *et al.*, 2024) who highlighted that teacher professional commitment has a correlation with job performance. Professional commitment is an indication of loyalty to school, school effectiveness, improved student learning outcomes, and job performance. Furthermore, the professional commitment of teachers has a significant correlation with job performance and the overall success of educational institutions and students. Both the educational system and job performance are greatly impacted by the professional commitment of teachers.

Table 5: Regression analysis showing the influence of organizational support on job performance as mediated by professional commitment

Step	Path	B	S.E.	β
1	c	.358	.031	.556***
2	a	.126	.051	.141*
3	b	.446	.024	.617***
4	c'	.302	.021	.469***

* $p < 0.05$, ** $p < 0.01$, *** $p = 0.000$

Mediation analysis includes four steps for the third variable to be considered as a mediator. Shown in Table 5 are the steps that were categorized as Steps 1 to 4. As revealed, Step 1 presents the significant direct effect of organizational support on job performance. In Step 2, organizational support shows a significant direct effect towards professional commitment, the mediator (M). Meanwhile, Step 3 presents the result of the analysis, which suggests that professional commitment significantly predicts job performance. Further mediation analysis using medgraph is necessary to determine the significance of the mediation effect because paths a, b, and c are found to be correlated. This analysis will involve the Sobel z test. Full mediation will be achieved if the effect of the independent variable on the dependent variable fails to be statistically significant at the conclusion of the analysis. It implies that the mediator variable is the mediating variable for all effects.

Additionally, when the regression coefficient is significantly reduced on the last step and stays significant, and only partial mediation is attained, which suggests that a

portion of job performance is mediated by professional commitment, while other components are either directly influenced or indirectly affected by factors not involved in the paradigm. Furthermore, as observed in step 4 (denoted as c'), the influence of organizational support on job performance was seen to be reduced after being mediated by professional commitment. With this, partial mediation occurred as the effect was found to be significant at $p < 0.05$.

Table 6: Results of statistical analysis on the presence (or absence) of a mediating effect

Combination of Variables	Sobel z	p-value	Mediation
Organizational Support → Professional Commitment → Job Performance	2.440783	$p < 0.05$	Partial mediation

* $p < 0.05$

The Sobel test in Table 6 yielded a z-value of 2.44, $p < 0.05$. This means that the mediating effect is partial, such that the original direct effect of organizational support on job performance was reduced upon the addition of professional commitment. The positive value of Sobel z indicates that the addition of professional commitment reduces the effect of organizational support on job performance.

Additionally, when the regression coefficient is significantly reduced on the last step and stays significant, and only partial mediation is attained, which suggests that a portion of job performance is mediated by professional commitment, while other components are either directly influenced or indirectly affected by factors not involved in the paradigm. Furthermore, as observed in step 4 (denoted as c'), the influence of organizational support on job performance was seen to be reduced after being mediated by professional commitment. With this, partial mediation occurred as the effect was found to be significant at $p < 0.05$.

Further, the computed effect size for the mediation test seen between the three variables is shown in the figure. The effect size determines the extent of the effect of organizational support on job performance, which change can be associated with the indirect path. The total effect value of 0.358 is attributed to the beta of organizational support towards job performance. The direct effect value of 0.302 is the beta of organizational support towards job performance, with professional commitment included in the regression. The indirect effect value of 0.126 is the value obtained from the original beta between organizational support and job performance that now passes through professional commitment to job performance ($a \cdot b$, where "a" denotes the path between OS \rightarrow PC and "b" pertains to the path between PC \rightarrow JP). The indirect effect is divided by the overall effect to obtain the ratio index; in this case, 0.126 by 0.358 equals 0.352. It seems that about 35.2% of the total effect of organizational support on job performance goes through professional commitment.

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between organizational support and job performance. Specifically, professional commitment was investigated as the possible

mediating variable that could explain the effect of organizational support on job performance. Partial mediation is found in the study, and significant direct effects were presented that may help in the enhancement of the existing studies on organizational support and job performance. This implies that the effect of organizational support on job performance is improved through professional commitment.

This is consistent with authors (Li *et al.*, 2025; Paunan *et al.*, 2024; Su, 2024) affirming that organizational support has a positive correlation with teacher job performance. When organizational support increases, teachers feel more satisfied, which further stimulates their positive job performance. Moreover, organizational support is positively associated with professional commitment. Enhancing teachers' organizational support further consolidates teachers' professional commitment. Finally, teacher professional commitment has a correlation with job performance. Professional commitment is an indication of loyalty to school, school effectiveness, improved student learning outcomes, and job performance.

5. Recommendations

On the results of the very high levels of organizational support, job performance and professional commitment, the researcher recommends that the school maintain its existing best practices for the continuous observance of organizational support, job performance and professional commitment as mandated in the vision, mission and goals of the school.

On the very high level of organizational support, it is recommended that the school management come up with an inventory of all its positive or advantages and negative or disadvantages of its programs implemented and make some improvements on those items which are below performance/standards. These may include the aspects of benefits for the teachers/staff, salary grade standardization, promotions, reclassification and most especially, always respect the teachers' academic freedom and that school management may always listen to the sides of the teachers before any drastic action may be taken in case of some problems and issues among teachers or teachers and students relationships. Also, a peer performance evaluation for teachers and a teacher performance evaluation to be done by the students may be a regular annual activity.

On the very high result on job performance, the researcher recommends that the school heads may initiate programs to capacitate teachers to enhance their abilities, specifically in their respective fields of expertise. A Training Needs Assessment (TNA) may be conducted yearly to determine what specific training needs need to be prioritized and identify the teachers who will be the top participants for the conduct of the training. The conduct of orientation (for new teachers/staff) and re-orientation for existing teachers may be conducted with emphasis on the school's direction and mandate. This is a good action as this will enable everybody to be always aware of its commitment to the school, to the students and even to the parents and to the community as a whole. The best practices of the school may be continued, and if there are some deficiencies and

inadequacies, then those areas may be improved, or there may be room for continuing quality improvement.

On the very high level of professional commitment, it is hereby recommended that the school may continue the adoption of activities like open communication/dialogue among the stakeholders, introduction of some innovations in the teaching strategies, reaching out to parents to participate in school activities like reactivation of the Parents-Teachers Association, joint community outreach with the involvement of parents, teachers and students and providing the students with some opportunities to join competitions, of all sorts, outside the school. The teachers may be provided with chances to continue their schooling for professional development, re-tooling for updates of latest teaching strategies and attendance to seminar and trainings which may allow the teachers to improve their communication skills, ICT skills, critical thinking and maybe seminar on teachers' mental well-being like Mental Awareness, Stress Management or Anger Management.

On the partial mediation result, one may focus on maintaining the smooth relationship between school management, teachers, students and other stakeholders with the continuous practice to always have open communication between and among themselves by the conduct of monthly faculty and management meetings to thresh out their present working conditions. The school's vision, mission and goals may always be emphasized (or even memorized by students and teachers as well) so that every action in class or in school will always be guided by these principles. There may be an annual get-together activity in school or an annual conduct of spiritual activity (ecumenical), like retreats or recollection, may be added to ensure that everybody in the school continues to exercise his/her strong faith in God Almighty. With the intention to maintain good rapport with the students, there may be a conduct of regular dialogue or focus group discussion between teachers and students to address some concerns in class, subject or even between teachers, and there may always be an open communication among themselves.

For future researchers, the study may be replicated and conducted in other regions on a larger population using structural equation modelling or with the use of other mediating variables to determine if the results of the study are affected by other variables. A qualitative study using the phenomenology method may be conducted to determine the impact of the best practices of the teachers and the schools involved.

6. Conclusion

There are very high levels of organizational support, job performance, and professional commitment. Moreover, there are significant relationships between organizational support and job performance, organizational support and professional commitment, and professional commitment and job performance. Lastly, professional commitment has a partial mediation on the relationship between organizational support and job performance. Only 35% of organizational support for job performance goes through

professional commitment, as the remaining 65% can be attributed to other factors or other variables outside the scope of the study.

The result of the study implies that the teachers experience great organizational support. Additionally, the teachers have excellent job performance. The teachers are also highly committed professionally in their respective organizations. Also, organizational support has a significant relation with job performance. In a similar vein, organizational support has a positive relationship with professional commitment. Further, professional commitment is positively linked with job performance. Finally, professional commitment partially mediates the relationship between organizational support and job performance.

The results of the study clearly confirm the notion that professional commitment has a partial mediating effect on the relationship between organizational support and job performance. The conclusions affirm the anchor theory, the Conservation of Resources (COR) Theory by Hobfoll (2011), which explains how teachers use internal resources like self-efficacy and external resources such as organizational support to enhance their job involvement. Furthermore, the findings of the study are also supported by the Theory of Performance by Campbell *et al.* (1993), the Organizational Support Theory (OST) by Eisenberger *et al.* (1997), and the Role Theory by Solomon *et al.* (1985).

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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