

Influence of Communication Climate and Organizational Commitment on Teachers' Performance

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DOI: <https://doi.org/10.47772/IJRISS.2026.100400373>

Received: 15 April 2026; Accepted: 20 April 2026; Published: 11 May 2026

ABSTRACT

In today's educational environment, understanding the factors that influence teachers' performance is essential for improving instructional quality and institutional effectiveness. This study examined the influence of communication climate and organizational commitment on teachers' performance in a school a Municipality in Misamis Oriental. Despite extensive international research, a gap exists in the Philippine context where these variables are often examined separately and lack integrated analysis, particularly in community-based educational institutions. The study aimed to determine the levels of communication climate, organizational commitment, and teaching performance, as well as to assess their relationships and predictive influence. A quantitative descriptive-correlational research design was employed, involving 150 teaching faculty selected through partial enumeration. Data were collected using a validated structured questionnaire and analyzed using descriptive statistics, correlation, and regression analysis. The findings revealed that both communication climate and organizational commitment were at favorable levels and significantly related to teaching performance. Furthermore, both variables significantly predicted teachers' performance, indicating that a supportive organizational environment enhances instructional effectiveness. The study concludes that a positive communication climate characterized by openness and feedback, together with strong organizational commitment, plays a crucial role in improving teaching performance. It is recommended that future researchers include additional variables such as leadership style and work environment, utilize mixed-method approaches, and replicate the study in different settings to enhance generalizability.

Keywords: Communication Climate, Organizational Commitment, Teachers' Performance

INTRODUCTION

In the rapidly evolving educational landscape of the 21st century, teachers are confronted with increasingly complex roles that extend far beyond the traditional function of content delivery. They are now expected to integrate technology into instruction, respond to the diverse learning needs of students, comply with institutional and policy requirements, and contribute actively to the overall development of their respective schools. This transformation has positioned teachers' performance as a critical determinant of educational quality and institutional effectiveness. In the Philippine context, the challenges faced by teachers—such as heavy workload, limited resources, and continuous policy reforms—further intensify the need to examine the factors that influence their effectiveness in the classroom. This study specifically focuses on actively teaching faculty members, as they are directly involved in instructional delivery, classroom management, student assessment, and engagement. Their direct exposure to the school environment makes them the most appropriate population for analyzing how organizational conditions shape performance outcomes. Moreover, as emphasized in existing literature, teachers' effectiveness is not solely dependent on their professional competence but is also significantly influenced by the organizational context in which they operate (Garcia & Santiago, 2021; Reyes & De Guzman, 2022). These realities highlight the importance of identifying both organizational and individual factors that contribute to sustainable improvements in teaching performance.

Among the most influential organizational factors are communication climate and organizational commitment, both of which play a vital role in shaping teachers' attitudes, motivation, and overall job performance.

Communication climate refers to the quality of interaction within an organization, including openness, trust, feedback, and mutual respect. A positive communication climate allows teachers to clearly understand institutional goals, collaborate effectively with colleagues, and participate in shared decision-making processes. Studies have shown that organizations characterized by transparent and supportive communication tend to experience higher levels of employee engagement and performance (Bari et al., 2022; Ahmed & Abubakar, 2023). In educational settings, effective communication is particularly important due to the collaborative nature of teaching, where constant interaction with administrators, peers, students, and parents is required. Recent research further supports that clear communication and constructive feedback significantly enhance instructional practices and classroom management (Serrano & Javier, 2023; Khalid et al., 2023). Conversely, poor communication environments can result in misunderstandings, decreased morale, and reduced teaching effectiveness. Complementing communication climate is organizational commitment, which reflects the psychological attachment of teachers to their institutions. The Three-Component Model of Meyer and Allen continues to provide a strong theoretical foundation for understanding commitment, encompassing affective, continuance, and normative dimensions. Empirical studies confirm that teachers with strong organizational commitment demonstrate higher levels of motivation, job satisfaction, and performance (Kim & Park, 2022; Gao & Jiang, 2021). In addition to these organizational dimensions, digital skills have emerged as an essential individual competency in modern education. The increasing integration of digital technologies, particularly following the COVID-19 pandemic, has required teachers to adopt new instructional methods and tools. Teachers with strong digital competence are more capable of designing engaging learning experiences, adapting to online or blended learning environments, and maintaining instructional effectiveness (König et al., 2022; Falloon, 2023). However, disparities in digital skills remain evident, particularly in developing countries like the Philippines, where access to training and technological resources is uneven.

Despite the extensive body of international literature, several research gaps remain, particularly in the integration of communication climate, organizational commitment, and digital skills as combined predictors of teachers' performance. Many studies have examined these variables independently, limiting a comprehensive understanding of how they interact within specific educational contexts. In the Philippines, existing research tends to focus on single variables and is often concentrated in urban or higher education settings, leaving public and community-based schools underexplored (Garcia & Santiago, 2021; Reyes & De Guzman, 2022). Additionally, cultural factors such as collectivism, high power distance, and relational communication patterns may influence how organizational dynamics affect teachers' behavior and performance (Bautista & Dela Cruz, 2021). These contextual nuances highlight the need for localized empirical research that captures the complexity of teachers' experiences. This study addresses these gaps by examining the combined influence of communication climate and organizational commitment on teachers' performance within the Philippine educational setting. Furthermore, the study aligns with global development priorities, particularly Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 8 (Decent Work and Economic Growth), which emphasize the importance of competent, motivated, and well-supported teachers in achieving inclusive and sustainable education systems. By providing evidence-based insights, this research aims to support school administrators, policymakers, and educators in developing strategies that enhance teachers' performance, strengthen organizational practices, and promote long-term educational development.

Theoretical and Conceptual Framework

This study assumes that organizational factors and individual competencies significantly influence teachers' performance. Specifically, it assumes that a positive organizational communication climate characterized by openness and constructive feedback, together with strong organizational commitment enhances teachers' instructional effectiveness. It is further assumed that when teachers experience transparent communication, supportive feedback, and a sense of belonging within their institution, they are more likely to demonstrate stronger commitment, adapt to instructional demands, and perform effectively in terms of instructional delivery, mastery of content, classroom management, and assessment practices. Thus, communication climate, organizational commitment are assumed to function as key predictors of teaching performance

This study is anchored on Social Exchange Theory and Goal-Setting Theory. Social Exchange Theory explains that organizational relationships are built on reciprocity, trust, and mutual benefit, which influence employees' attitudes and performance (Ahmad et al., 2023; Wu & Lv, 2024; Xie et al., 2025). These theories provide a

strong theoretical basis for explaining how organizational practices influence teachers' attitudes and performance. Social Exchange Theory posits that workplace relationships are built on reciprocity, trust, and mutual benefit. In the school setting, when administrators foster open communication, provide meaningful feedback, and support teachers' professional growth, teachers perceive these practices as organizational support. In return, teachers reciprocate through higher organizational commitment, stronger engagement, and improved teaching performance. Recent studies affirm that supportive communication climates strengthen trust, commitment, and professional dedication among teachers (Chauhan et al., 2022; Lee, 2023; Zhang & Li, 2024).

Goal-Setting Theory emphasizes that clearly defined and well-communicated goals enhance motivation and performance. In educational institutions, communication serves as the primary mechanism through which instructional goals, standards, and expectations are clarified. Feedback allows teachers to monitor progress and improve instructional practices. Empirical evidence shows that goal-oriented communication significantly improves teaching effectiveness and classroom outcomes (Kim & Park, 2022; Mensah, 2023). Together, these theories explain how organizational communication and commitment influence teaching performance.

Communication climate within the framework of modern organizational communication theories, which continue to be validated in recent research. The foundational work of W. Charles Redding (2020) remains relevant, but contemporary studies extend his ideas by emphasizing that communication climate significantly affects employee engagement, motivation, and performance in today's dynamic organizations. According to Bari et al. (2022) and Ahmed and Abubakar (2023), organizations that foster open, transparent, and supportive communication climates experience higher levels of employee productivity and job satisfaction. In educational settings, this implies that when school leaders promote clear communication, active listening, and constructive feedback, teachers are more likely to perform effectively and align with institutional goals.

The study is further supported by the Supportive and Defensive Communication Climate Theory of Jack R. Gibb (2021), which continues to be widely applied in recent educational research. Gibb's framework identifies supportive communication behaviors—such as openness, empathy, equality, and collaboration—as essential in creating a positive work environment. Recent studies confirm that supportive communication climates in schools lead to improved collaboration, stronger professional relationships, and enhanced teaching effectiveness (Serrano & Javier, 2023; Khalid et al., 2023). Conversely, defensive communication—characterized by control, lack of trust, and poor feedback—can negatively affect teachers' morale and instructional performance. This theory is particularly relevant in the Philippine educational context, where interpersonal relationships and respect play a significant role in organizational dynamics.

Organizational commitment refers to the psychological attachment and sense of loyalty that employees develop toward their organization. It influences their willingness to remain and exert effort toward organizational goals. This concept is often divided into three components: affective, continuance, and normative commitment. Research has shown that employees with higher organizational commitment demonstrate better performance, greater adaptability, and lower turnover intentions (Gao & Jiang, 2021; Khalid et al., 2023). Effective communication reinforces this commitment by making employees feel acknowledged, involved, and aligned with the organization's vision. Recent studies show that teachers with strong commitment in their duties demonstrate greater instructional flexibility, improved student engagement, and more effective assessment practices (König et al., 2022; Falloon, 2023). It enables teachers to design interactive lessons, manage virtual or blended classrooms, and utilize data-driven assessment tools, thereby enhancing overall teaching effectiveness.

For the dependent variables which is the Teaching Performance that refers to how effectively teachers fulfill their professional responsibilities in the classroom. In this study, teaching performance is measured through instructional delivery, mastery of content, classroom management, and assessment. First sub-variable is the instructional delivery refers to teachers' ability to present lessons clearly, engage students, and use appropriate teaching strategies. Studies indicate that supportive communication and feedback enhance teachers' instructional clarity and student engagement (Ahmed & Abubakar, 2023). The Mastery of content involves teachers' depth of knowledge and ability to explain subject matter accurately. Continuous feedback, professional communication, and digital resources contribute to improved content mastery and instructional

confidence (Kim & Park, 2022).

Overall, this study integrates Social Exchange Theory and Goal-Setting Theory to explain how organizational and individual factors influence teaching performance. The conceptual framework proposes that organizational communication climate (openness and feedback), organizational commitment serve as independent variables that influence teaching performance, measured through instructional delivery, mastery of content, classroom management, and assessment. The framework suggests that schools that promote open communication, strengthen teachers' commitment are more likely to achieve higher levels of teaching performance and educational effectiveness.

Statement of the Problem

This study aimed to determine the influence of the focus areas of communication and organizational commitment, on the Teaching Performance of employees in Balingasag, Misamis Oriental. In particular, the study had the following objectives:

1. What is the participants' assessment of communication climate?
2. What is the participant's self-rating of their organizational commitment
3. What is the participants' assessment of their teaching performance?
4. Do communication climate and organizational commitment have significant relationships on teaching performance?
5. Do communication climate and organizational commitment influence teaching performance?

Hypotheses

Based on the statement of the problem, the following null hypotheses were tested at a 0.05 level of significance:

- H₀₁: Communication climate and organizational commitment have no significantly relationships on teaching performance.
- H₀₂: Communication climate and organizational commitment do not influence teaching performance.
- H₀₃: Communication climate does not influence teaching performance.
- H₀₄: Organizational commitment does not influence teaching performance.

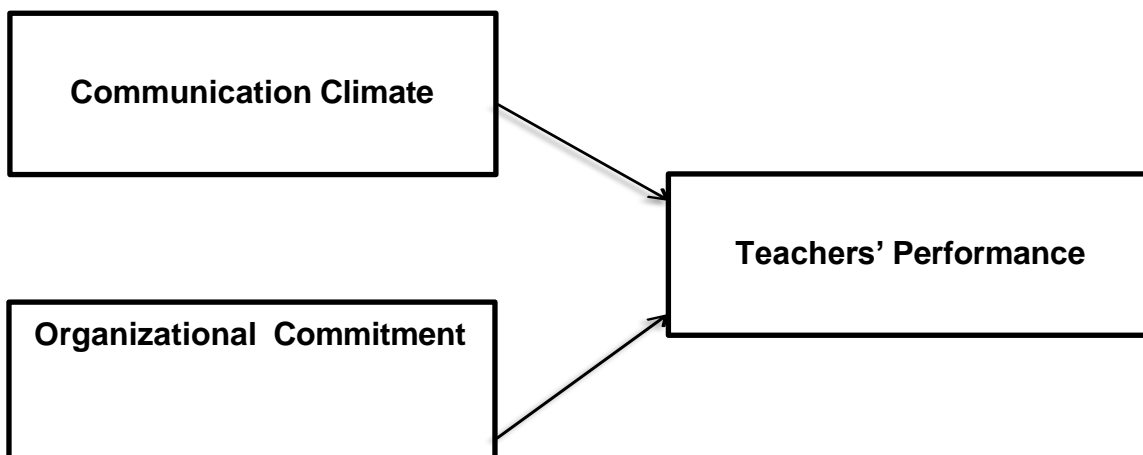


Figure 1. The schematic discussion of the interplay of variables in the study.

Significance of the Study

The findings of the study understanding the factors that influence teachers' performance is essential for enhancing educational quality and organizational effectiveness. The findings of this study provide valuable insights into how communication climate and organizational commitment significantly influence and predict teachers' performance. These results highlight the importance of fostering an open and supportive communication environment as well as strengthening teachers' sense of commitment to the institution. The study may help teachers improve their professional engagement and instructional effectiveness, while guiding school administrators and human resource practitioners in developing communication strategies, faculty development programs, and performance management systems that enhance overall school performance. Additionally, the findings serve as a useful reference for future researchers who intend to explore related variables or replicate the study in different contexts. Although no monetary compensation is provided, participants may benefit from the dissemination of a summarized report of the findings, promoting transparency and supporting evidence-based improvements within the organization.

The study's findings of this research are expected to benefit the following: **Teachers.** This study will help employees understand how communication and commitment influence their own job performance and satisfaction.

School administrators. Insights from the study will guide managers in developing communication strategies and programs that strengthen organizational commitment, resulting in higher performance outcomes.

Human Resource Practitioners. The findings can be used to design training, performance evaluation systems, and retention strategies tailored to the Philippine workplace.

Future Researchers. The study will serve as a reference for further research on workplace communication, commitment, and performance, particularly in local and cultural contexts.

Scope and Delimitation of the Study

This study focuses on examining the influence of communication climate and organizational commitment on teachers' performance among faculty members at the School of Balingasag, Misamis Oriental. Specifically, the research will involve 150 participants and will measure the independent variables—communication climate and organizational commitment—and the dependent variable, teaching performance.

The inclusion criteria for participants are as follows: (1) actively employed teaching faculty, (2) with at least six months of service, (3) currently handling teaching loads, and (4) willing to participate voluntarily with informed consent. On the other hand, the exclusion criteria include: (1) non-teaching personnel, (2) individuals who choose to withdraw from the study. These criteria are established to ensure ethical standards and methodological rigor.

This scope enables the researcher to determine how communication climate and organizational commitment interact to influence teaching performance within the organizational setting. Previous studies have indicated that effective communication and high levels of organizational commitment significantly enhance productivity, collaboration, and employee retention (Bari et al., 2022; Khalid et al., 2023).

Definition of Terms

For a better understanding of the study's terminology, the following terms are defined: To provide clearer insight into the study, the following key terms are defined both conceptually and operationally:

Communication Climate. This term refers to the overall environment or atmosphere in which communication occurs within an organization. It encompasses the level of openness, trust, mutual respect, and support that influences how information is shared and received among members. In this study, communication climate is reflected through openness, feedback, and the use of technology, which together determine the effectiveness and quality of information exchange between management and teachers.

Openness. This term refers to the degree to which teachers and administrators freely share information, ideas, and concerns within the organization. It reflects transparency, honesty, and the willingness to communicate without fear of negative consequences.

Feedback. This term refers to the process of giving and receiving constructive responses regarding performance, tasks, or behaviors. It includes both formal and informal communication that helps teachers improve their work and align with organizational expectations.

Technology Use. This term refers to the utilization of digital tools and communication platforms (e.g., email, messaging apps, learning management systems) to facilitate timely, efficient, and accurate information exchange within the organization.

Organizational Commitment. This term denotes the psychological attachment, sense of loyalty, and emotional connection employees have toward their organization. It is conceptualized based on the three-component model by Meyer and Allen (1991), consisting of affective, continuance, and normative commitment.

Affective Commitment. This term refers to the emotional attachment, identification, and involvement of teachers with their organization. In this study, it reflects the extent to which teachers remain in the institution because they genuinely want to and feel a strong sense of belonging.

Continuance Commitment. This term refers to the extent to which teachers remain in the organization due to the perceived costs associated with leaving. This includes considerations such as loss of benefits, job security, or limited alternative employment opportunities.

Normative Commitment. This term refers to the sense of obligation or moral responsibility of teachers to remain with the organization. In this study, it reflects the degree to which teachers feel they ought to stay due to loyalty, values, or a sense of duty.

Teacher Performance. This term refers to the level of effectiveness with which teachers carry out their professional responsibilities, including lesson planning, instructional delivery, classroom management, and assessment of learners, in accordance with established teaching standards and performance indicators.

Instructional Delivery. This term refers to the methods and strategies used by teachers to present lessons and facilitate student learning. In this study, it includes clarity of explanation, organization of content, use of appropriate teaching techniques, and the ability to engage students effectively in the learning process.

Classroom Management. This term refers to the ability of teachers to create and maintain an orderly, respectful, and productive learning environment. It involves managing student behavior, establishing rules and routines, and ensuring that classroom activities are conducted efficiently.

Assessment of Learners. This term refers to the systematic process of evaluating students' learning, progress, and achievement using various tools and methods. In this study, it includes the design, implementation, and use of formative and summative assessments to monitor performance and inform instruction.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a comprehensive synthesis of related literature and empirical studies concerning the key variables of this study, namely organizational communication, organizational commitment, and teachers' performance. It examines both classical and contemporary studies (2020–2025) to establish a strong theoretical and empirical foundation for understanding how these variables interact within organizational settings. The chapter highlights the underlying theories that explain the relationships among communication climate, organizational commitment, and performance outcomes, while also identifying existing gaps in the literature that justify the need for this investigation, particularly within the Philippine educational context.

Furthermore, this chapter emphasizes the evolving nature of organizational communication in modern

institutions, where digital platforms, feedback systems, and collaborative practices have become essential in shaping employee behavior and performance. Recent literature suggests that communication climate is no longer limited to the exchange of information but also includes the quality of interactions, transparency, and the extent to which employees feel heard and valued. Similarly, organizational commitment is viewed not only as loyalty to the institution but also as a reflection of employees' emotional attachment, sense of belonging, and alignment with organizational goals. These emerging perspectives provide a more comprehensive understanding of how internal organizational dynamics influence teachers' effectiveness in delivering instruction and achieving educational outcomes.

The uniqueness of this study lies in its integrated examination of these key organizational variables within a single framework. Unlike previous studies that often analyze communication or commitment independently, this research combines communication climate, organizational commitment, and teachers' performance to provide a more holistic analysis of their interrelationships. In addition, the study applies established foreign theories within a localized Philippine educational setting, thereby addressing the lack of context-specific empirical evidence. It also advances beyond purely descriptive approaches by employing predictive analysis to determine the extent to which communication climate and organizational commitment influence teaching performance. By doing so, the study contributes valuable insights that are relevant to institutional decision-making, human resource practices, and educational management, ultimately supporting the development of more effective and sustainable organizational strategies in schools.

Teaching Performance

Refers to the overall effectiveness of teachers in facilitating learning, demonstrating professional competencies, and achieving desired student outcomes. It is measured through key indicators such as instructional delivery, mastery of content, classroom management, and assessment. According to Acevedo and Martinez (2021), teachers' performance in the classroom significantly influences student engagement, motivation, and achievement outcomes.

This suggests that teaching performance not only reflects instructional competence but also impacts learners' academic success (Acevedo & Martinez, 2021). Recent studies continue to emphasize that teaching performance is a multidimensional construct influenced by both instructional competence and contextual factors. According to Darling-Hammond et al. (2022), effective teaching is strongly associated with teachers' ability to integrate pedagogical knowledge, adaptability, and student-centered approaches. Their study highlighted that high-performing teachers are those who continuously adjust their teaching strategies based on learners' needs and feedback.

Moreover, Hattie (2023), in his updated synthesis of meta-analyses, identified feedback, teacher clarity, and classroom interaction as among the most significant factors influencing student achievement. This supports the idea that teaching performance is not only about knowledge delivery but also about how teachers communicate and engage with students. Similarly, OECD (2021) reported that teachers who demonstrate strong instructional design and reflective practices are more effective in improving student outcomes across different educational systems.

In addition, Kunter et al. (2021) emphasized that teachers' professional competence—including content knowledge, pedagogical skills, and classroom management—directly affects teaching quality. Their findings suggest that teachers who possess both cognitive and motivational competencies are more effective in delivering instruction and maintaining student engagement. Furthermore, Stronge (2022) noted that teacher effectiveness is enhanced when teachers receive continuous support, feedback, and professional development opportunities, linking individual performance with organizational practices.

Instructional delivery involves the methods and strategies teachers use to present content in ways that are clear, engaging, and student-centered. Effective instructional delivery is linked with teachers' ability to adapt teaching strategies to diverse learner needs. A study by Garcia and Lo (2021) found that instructional delivery significantly predicts students' learning outcomes and academic performance, especially when teachers use interactive and differentiated teaching methods (Garcia & Lo, 2021). Similarly, Reyes (2022) reported that

instructional delivery quality positively affects student participation and concept retention, which ultimately enhances teaching performance (Reyes, 2022). These studies emphasize the crucial role of instructional delivery in determining how well teachers perform in their professional responsibilities.

Teachers also have the Mastery of content refers to a teacher's depth of knowledge in the subject area they are teaching and their ability to communicate complex concepts accurately. Teachers with high levels of content mastery are more confident, can provide richer explanations, and respond effectively to student questions. In a 2023 study, Villanueva highlighted that teachers' mastery of subject matter is significantly correlated with student academic success and effective lesson progression (Villanueva, 2023). Similarly, Santos (2020) emphasized that teachers who demonstrate strong content knowledge design more meaningful learning experiences and scaffold instruction better than those with weaker content mastery (Santos, 2020).

Classroom management covers the skills and strategies that teachers employ to maintain a conducive learning environment, minimize disruptions, and encourage student engagement. Good classroom management contributes to improved teaching performance because it ensures that instructional time is maximized and that classroom routines promote learning. A study by De la Cruz and Hernandez (2021) found that effective classroom management is positively associated with teacher performance; teachers who demonstrate strong management practices also show higher levels of student engagement and fewer behavioral issues (De la Cruz & Hernandez, 2021). Alvarado (2022) also noted that teachers' ability to organize learning activities and maintain a positive classroom climate directly affects their teaching effectiveness (Alvarado, 2022). Assessment practices refer to how teachers measure student learning, provide feedback, and use assessment data to improve instruction.

Effective assessment practices support teaching performance by allowing teachers to adjust lessons based on learners' strengths and needs. According to Bautista (2021), formative assessment practices improve instructional strategies and help teachers make data-driven decisions that enhance student learning outcomes (Bautista, 2021). Research by Medina (2020) likewise showed that teachers who employ diverse assessment methods achieve higher levels of student mastery and performance due to continual monitoring and feedback (Medina, 2020).

Communication Climate

Effective communication serves as the foundation of organizational success, as it promotes mutual understanding, collaboration, and alignment between employees and management.

Downs and Adrian (2012) emphasized that open and transparent communication channels foster trust and teamwork, leading to enhanced organizational performance. Similarly, Men (2021) highlighted that strategic communication, particularly through continuous feedback and dialogue, strengthens employee engagement and minimizes misunderstandings that impede productivity. Communication within organizations generally involves three essential dimensions: openness, feedback, and technology use. Openness refers to an environment where ideas and information flow freely between various organizational levels, creating trust and inclusiveness (Ali et al., 2020). Feedback, according to Robbins and Judge (2019), allows employees to assess their performance and align their actions with organizational expectations. Constructive feedback enhances motivation and accountability.

Recent studies also emphasize the growing importance of digital communication in sustaining employee engagement in hybrid and remote work settings. Nguyen and Tran (2021) found that effective digital communication systems improve accessibility, responsiveness, and morale in post-pandemic organizations. However, communication practices differ across cultures. Hofstede's (2011) cultural dimensions theory suggests that in collectivist societies like the Philippines, communication is often indirect and relationship-oriented. Filipino workplaces tend to emphasize harmony and respect, which may affect openness and the way feedback is delivered (Ma, 2022). Thus, understanding communication within its cultural context is vital for improving employee performance and organizational cohesion.

Recent literature highlights that communication climate remains a critical determinant of organizational

effectiveness, particularly in knowledge-based environments such as schools. According to Men and Bowen (2021), strategic internal communication plays a crucial role in building trust, transparency, and employee engagement. Their findings indicate that organizations with strong communication systems are more likely to achieve higher levels of performance and employee satisfaction.

Similarly, Mazzei et al. (2020) found that communication transparency significantly influences employees' trust in leadership and organizational commitment. This supports the argument that openness in communication fosters a sense of inclusion and psychological safety among employees. In educational settings, Tian and Huber (2020) reported that effective communication between school leaders and teachers enhances collaboration, instructional alignment, and school performance.

Furthermore, Lee and Kim (2021) emphasized that communication climate directly affects employees' innovative behavior and willingness to share knowledge. In schools, this translates to teachers being more open to collaboration, sharing best practices, and adopting new teaching strategies. Recent findings by Zhang and Li (2024) also revealed that communication clarity and feedback significantly improve employee performance by reducing role ambiguity and enhancing work efficiency.

The role of digital communication has also expanded significantly. Carillo et al. (2021) found that digital communication tools improved organizational responsiveness and collaboration during remote work conditions. Likewise, Falloon (2023) emphasized that digital communication competence is essential in modern educational environments, as it supports both instructional delivery and organizational interaction. These findings reinforce your study by showing that communication climate now includes both traditional and digital dimensions.

Organizational Commitment

Organizational commitment refers to the psychological attachment and loyalty employees feel toward their organization. Meyer and Allen's (1991)

Three-Component Model of Commitment is the most widely recognized framework in this area, consisting of: Affective Commitment, or the employee's emotional attachment and identification with the organization; Continuance Commitment, which involves the awareness of the costs associated with leaving; and Normative Commitment, defined as the sense of moral obligation to remain with the organization. Research consistently shows that high organizational commitment contributes to positive outcomes, including lower turnover, greater job satisfaction, and enhanced work performance (Iqbal et al., 2020; Albdour & Altarawneh, 2021). Employees with strong affective commitment show greater motivation and resilience, while those with strong normative commitment demonstrate a moral drive to contribute effectively (Farrukh et al., 2020; Estebal et al., 2024).

Organizational commitment continues to be a strong predictor of employee performance and retention. According to Meyer et al. (2021), employees with high levels of affective commitment are more engaged, productive, and willing to contribute beyond their required duties. This supports your discussion that emotional attachment plays a critical role in performance.

In addition, Allen (2022) highlighted that organizational commitment is influenced by leadership support, communication quality, and workplace culture. Employees who perceive fairness and support from their organization are more likely to remain committed and perform effectively. Similarly, Ng (2022) found that commitment significantly predicts job satisfaction and reduces turnover intention, particularly in service-oriented professions such as teaching.

Recent studies also emphasize the importance of commitment in post-pandemic work environments. Dirani et al. (2020) noted that during times of uncertainty, organizational commitment becomes a stabilizing factor that influences employee resilience and adaptability. In the education sector, Collie (2021) found that teachers with higher organizational commitment demonstrate better well-being, motivation, and instructional performance.

Furthermore, Yusuf and Khan (2023) reported that organizational commitment mediates the relationship between communication and performance. This means that effective communication strengthens commitment, which in turn enhances employee performance. This finding strongly supports your study's framework and suggests a deeper relationship among variables.

In a post-pandemic context, Chauhan, Howe, and Nachmias (2022) emphasized that organizational commitment now extends beyond loyalty—it includes employees' perceptions of fairness, psychological safety, and value alignment. Likewise, Nguyen and Tran (2021) found that effective communication significantly enhances commitment by improving trust and mutual respect.

In the Philippine setting, where family and collectivist values dominate, commitment is influenced by both personal relationships and organizational culture. Employees are more likely to stay with organizations that foster a sense of belonging, fairness, and care (Ma, 2022). Hence, understanding commitment through a cultural lens is necessary for achieving sustainable workforce engagement.

Overall, a positive communication climate fosters trust and collaboration, while high organizational commitment strengthens employees' motivation and sense of responsibility. Together, these factors contribute to improved task performance, efficiency, and work quality, ultimately driving organizational success.

A substantial body of literature confirms that communication and commitment are significant predictors of employee performance (Downs & Adrian, 2012; Meyer et al., 2002; Nguyen & Tran, 2021). Communication facilitates understanding of goals and expectations, while commitment ensures that employees act consistently toward achieving them.

Social Exchange Theory (Blau, 1964) provides the foundation for understanding these relationships. It posits that employees reciprocate positive organizational treatment such as open communication and recognition with loyalty and performance. Moreover, Goal-Setting Theory (Locke & Latham, 1990) emphasizes that communication of clear objectives motivates employees to perform better. When these theories are integrated with Organizational Commitment Theory (Meyer & Allen, 1991), they suggest that employees who experience strong communication and commitment demonstrate higher productivity, engagement, and efficiency. Recent empirical evidence supports these theoretical links. Ma (2022) found that communication flow and adequacy positively affect commitment, which in turn influences faculty engagement and performance. Likewise, Oktafien and Santoso (2022) established that communication strategies focusing on feedback and clarity directly enhance performance.

In the Philippine context, Albdour and Altarawneh (2021) argued that effective communication and commitment foster unity and motivation in collectivist cultures, reinforcing the need to examine these dynamics locally. The reviewed literature and studies collectively establish that teaching performance, communication climate, and organizational commitment are closely interconnected variables that significantly influence organizational effectiveness.

Teaching performance, as highlighted in various studies, is shaped by key competencies such as instructional delivery, mastery of content, classroom management, and assessment of learners. These components reflect not only the professional capabilities of teachers but also their ability to foster student engagement and achieve desired learning outcomes. Empirical evidence consistently shows that teachers who demonstrate strong instructional practices and content mastery, along with effective classroom management and assessment strategies, tend to produce better academic outcomes among students.

In the organizational level, communication climate emerges as a critical factor that supports and enhances teaching performance. The literature emphasizes that open communication, constructive feedback, and the effective use of technology contribute to a transparent and collaborative working environment. Such an environment enables teachers to clearly understand institutional goals, align their instructional practices, and continuously improve their performance. Moreover, in the Philippine context, where cultural values emphasize harmony and interpersonal relationships, communication practices play an even more vital role in shaping workplace interactions and professional behavior.

Similarly, organizational commitment is identified as a key psychological factor influencing employee performance.

The Three-Component Model of Commitment explains how affective, continuance, and normative commitment drive employees' willingness to remain in the organization and contribute to its goals. Studies indicate that teachers who are emotionally attached to their institution, perceive value in staying, and feel a sense of obligation are more motivated, engaged, and productive in their roles.

The integration of these variables is further supported by theoretical frameworks such as Social Exchange Theory and Goal-Setting Theory. These theories suggest that when organizations provide supportive communication environments and foster commitment, employees are more likely to reciprocate through improved performance. Communication helps clarify expectations and goals, while commitment strengthens motivation and persistence in achieving them.

Despite the extensive body of foreign literature confirming the relationships among communication, commitment, and performance, there remains a gap in localized research, particularly within Philippine educational institutions. Many existing studies focus on these variables independently or in non-educational settings. Thus, there is a need to examine how communication climate and organizational commitment jointly influence teachers' performance within a specific local context.

This study addresses this gap by integrating communication climate and organizational commitment as predictors of teaching performance among faculty members in a private educational institution in Misamis Oriental.

By doing so, it contributes context-specific evidence that can inform institutional policies, enhance faculty development programs, and improve educational management practices.

RESEARCH METHODS

This chapter presents the research design, participants, research instruments, data-gathering procedures, ethical considerations, and statistical tools used in analyzing the data. It describes the quantitative approach applied to determine the relationship between organizational communication, organizational commitment, and employee performance outcomes among faculty school in Municipality of Misamis Oriental.

Research Design

This study employed a quantitative descriptive–correlational research design. The descriptive component determined the levels of communication climate, organizational commitment, and teaching performance. The correlational component examined the relationships among these variables and identified whether the independent variables significantly predict teaching performance.

The researcher functioned solely as a data collector and analyst. No intervention, treatment, or manipulation of variables was conducted, thereby ensuring adherence to non-experimental research standards and minimizing potential risk to participants. According to Creswell and Creswell (2018), descriptive–correlational designs are appropriate when the objective is to identify associations among naturally occurring variables.

The descriptive component provided a comprehensive profile of employees' assessments of communication, commitment, and performance, while the correlational component examined how these variables are statistically related.

This design allowed the researcher to explore whether communication and organizational commitment significantly influence employee performance outcomes within actual organizational settings.

Queirós, Faria, and Almeida (2020) stated that correlational research is effective in organizational contexts where manipulation of variables is not feasible or ethical. Supporting this, Balolong and Villagonzo (2025) emphasized that descriptive–correlational designs are appropriate for examining relationships among variables

in real-world workplace settings without direct intervention, allowing researchers to capture natural organizational behavior and interactions. Hair et al. (2021) further explained that the descriptive–correlational method aligns with the positivist research tradition, emphasizing objectivity, empirical measurement, and statistical testing of relationships among variables.

Participants and sampling procedure

A simple random sampling technique was employed to the partial enumeration number of participants from the teachers of Balingasag . This method ensures that each eligible participant will have an equal chance of being included in the study, minimizing selection bias and enhancing the representativeness of the sample. Coordination with organizational administrators were conducted to identify qualified employees. After which the researcher personally distributed and retrieved the survey questionnaires to ensure high response accuracy and completeness. The participants of the study consisted of one hundred fifty (150) teachers from the school in Balingasag , Misamis Oriental after data gathering it reduce to (127). All teachers who met the inclusion criteria were included in the study through total enumeration sampling, wherein the entire population of interest participated.

This sampling approach was deemed appropriate because the number of teachers was manageable and accessible, allowing complete coverage of the target population and eliminating sampling bias.

Partial Enumeration sampling involves including all teachers members of the population in the study rather than selecting a subset thus the final sample size of 127 balanced practical feasibility with robust faculty in the school population. According to Saunders, Lewis, and Thornhill (2019), this method is suitable when the population size is limited and when the researcher aims to obtain comprehensive and accurate data from all eligible participants. By involving all 150 teachers, the study ensured sufficient statistical power and enhanced the reliability of the findings within the specific educational context. The survey questionnaires were then personally distributed to and retrieved from all 127 teachers as a partial enumeration, ensuring a high response rate, accuracy of responses, and completeness of the collected data.

The primary tool used in this study was a structured survey questionnaire composed of three main sections namely organizational communication, organizational commitment, and employee performance outcomes.

Each item was measured using a five-point Likert scale to capture the participants' level of agreement. This structured approach allowed for systematic data collection and ensured that the responses accurately reflect the participants' perceptions and experiences within the organization. All items will be measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), where higher scores will indicate stronger agreement with each statement.

This section of organizational communication is to assess the degree of openness, feedback mechanisms, and the use of communication technology within the organization. Items will adapted from established tools developed by Men (2021), Mazzei et al. (2020), and Chong et al. (2021), who validated communication constructs in organizational settings. Studies by Dolphin (2020) and Koehler et al. (2021) also supported the inclusion of technology-related items, given the growing use of digital platforms for workplace communication

The second part of the questionnaire which is the organizational commitment will measure the three dimensions of commitment based on Meyer and Allen's (2022).The three are affective, continuance, and normative commitment. Items were adapted and modified from prior studies (Iqbal et al., 2020; Farrukh et al., 2020; Albdour & Altarawneh, 2021; Nguyen & Tran, 2021).

The final section will measure employee performance in terms of task performance, work efficiency, and quality of work. These indicators will be based on Campbell's (2019) performance model and refined using more recent literature (Judge et al., 2019; Mensah, 2020; Anwar & Abdullah, 2021; Kim & Park, 2022). The items will assess how effective and efficient employees perform their roles within the organizational environments.

Research Instrument

The study utilized of adapted questionnaires. The questionnaire was structured into three sections corresponding to the study's variables Organization Communication, Organizational commitment and teachers performance. Part 1, the organizational communication dimension is adapted question from (Men (2021) and Mazzei (2020) and Chong (2021).

For part 2, the organizational commitment dimension is adapted question from Meyer & Allen (2020) and Farruk .(2020); Nguyen & Tran (2021). For part 3, the teaching performance dimension is adapted question from Charlotte (2022).

Each section consisted of multi statements measured on a five-point Likert scale, ranging from 1-Strongly Disagree to 5 Strongly Agree, to capture participants degree of agreement. The adaptation and modification process were certified to ensure that the items where contextually applicable to teachers performance at faculty within School in Municipality of Misamis Oriental. The adapted questionnaire is important in this study because it ensures validity, reliability, and relevance of the data gathered. Since the instrument was taken from established studies, it strengthens the credibility of the measures for organizational communication, organizational commitment, and teachers' performance.

The use of a standardized five-point Likert scale provides consistent responses, making the data easier to compare and analyze. Its adaptation to the local context of teachers in the Municipality of Misamis Oriental ensures that the items are suitable and meaningful to the respondents' actual experiences.

Overall, the research instrument allows for accurate, objective, and efficient measurement of the variables, leading to more reliable findings.

Validity and Reliability of the Research Instrument

The researcher used an adapted questionnaire from various studies. Validity and reliability testing were conducted before the main data collection to ensure the appropriateness and accuracy of the research instrument. Content validity was first established through expert evaluation, wherein panel composed of management in business administration educators and research specialist reviewed the questionnaire to assess the significance, clarity, and comprehensive of the items related to the study objectives.

After validation, the revised instrument was pilot tested with thirty (30) persons who reflected the target population but were not included in the final sample. The pilot test results were analyzed to determine consistency using the Cronbach's Alpha Coefficient. Data from the pilot test were analyzed using Cronbach's alpha to determine the internal consistency reliability of each construct, with a coefficient of 0.70 or higher acceptable. The result showed high reliability across all constructs, namely communication climate (0.879), organizational commitment (0.889) and teaching performance (0.950) will indicate that the instrument is reliable and appropriate for the full implementation of the study while values exceeding 0.90 signify excellent internal consistency yielded values ranging from 0.889 to 0.950, indicating very good to excellent internal consistency (George & Mallery, 2024). After the pilot testing phase, the actual data from the main study were used to conduct exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).

The EFA, using a data- driven approach, was employed to reveal the fundamental structure to the perceived variables and identify hidden constructs based on the actual responses of the participants. After , CFA, a hypothesis- driven method, was performed on the actual data to test the pre-specified theoretical model and verify whether the observed variables fit the defined factor structure. Further evaluation of measurement quality was carried out using composite reliability and average variance, where acceptable values indicated adequate internal consistency. Overall, the findings confirm that the adapted instrument demonstrate satisfactory validity and reliability when applied to the actual study data, supporting its suitability for consistency measuring the intended construct.

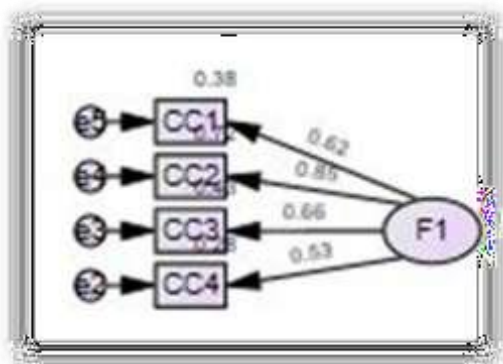


Figure 2. Confirmatory Factor Analysis (CFA) Best-fit Model for Communication Climate.

The figure illustrates a confirmatory factor analysis (CFA) model for communication climate, showing that the observed indicators (CC1–CC4) have substantial factor loadings on the latent construct (F1-Communication climate), indicating that the items validly measure the underlying communication climate construct.

Table 1 CFA Model Fit Indices for Communication Climate

Index	Estimate	Cut-off Criterion	Interpretation
Cmin/df	0.35	Between 0 and	Excellent
CFI	1.000	3 ≥0.90	Excellent
SRMR	0.0040	≤0.08	Excellent
RMSEA	0.000	<.08	Excellent
PClose	0.976	>0.05	Excellent
Source: Hu	and Bentler (1999),	“Cutoff Criteria	for Fit Indexes in

Covariance Structure Analysis

Table 1 shows that the Confirmatory Factor Analysis (CFA) model for communication climate demonstrates an excellent fit to the data, as indicated by all fit indices (Cmin/df = 0.35, CFI = 1.000, SRMR = 0.0040, RMSEA = 0.000, PClose = 0.976) meeting recommended thresholds, confirming that the measurement model is valid, reliable, and well-represented by the observed indicators.

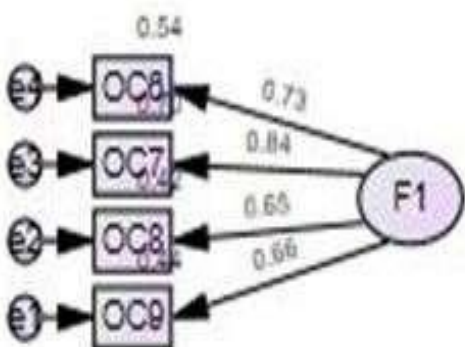


Figure3. Confirmatory Factor Analysis (CFA) Best-fit Model Organizational Commitment.

Table 2 CFA Model Fit Indices for Organizational Commitment

Index	Estimate	Cut-off Criterion	Interpretation
Cmin/df	1.778	Between 0 and 3	Excellent
CFI	0.992	≥ 0.90	Excellent
SRMR	0.0234	≤ 0.08	Excellent
RMSEA	0.072	< 0.08	Good
PClose	0.278	> 0.05	Excellent
Source: Hu and Bentler (1999),		“Cutoff Criteria	for Fit Indexes in

Covariance Structure Analysis

Table 2 shows that the CFA model for organizational commitment demonstrate an excellent and good fit to the data, as indicated (Cmin/df = 1.778, CFI = 0.992, SRMR = 0.0234, RMSEA = 0.072, PClose = 0.278) meeting

recommended thresholds confirming that the measurement is valid, reliable, and well- represented by the observed indicators. Overall, the result confirm that the measurement model for organizational commitment demonstrate excellent model fit, validating the structure of the latent construct and indicating that the observed indicators reliably measure the underlying factor. This suggests that the instrument used in the study is both statistically sound and appropriate for assessing organizational commitment among the participants.

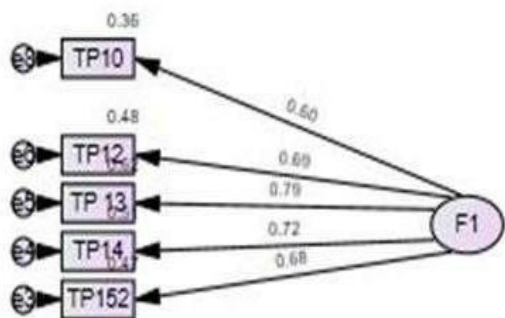


Figure 4. Confirmatory Factor Analysis (CFA) Best-fit Model for Teaching Performance.

Table 3 CFA Model Fit Indices for Teaching Performance

Index	Estimate	Cut-off Criterion	Interpretation
Cmin/df	1.264	Between 0 and 3	Excellent
CFI	0.994	≥ 0.90	Excellent
SRMR	0.0291	≤ 0.08	Excellent
RMSEA	0.042	< 0.08	Good
PClose	0.473	> 0.05	Excellent

Source: Hu and Bentler (1999), "Cutoff Criteria for Fit Indexes in Covariance Structure Analysis

Table 3. shows that the CFA model for teaching performance demonstrate an excellent fit to the data, as indicated by all fit indices ($Cmin/df=1.264$, $CFI=0.994$, $SRMR=0.0291$, $RMSEA=0.042$, $PClose=0.473$) meeting recommended thresholds, confirming that the measurement model is valid, reliable, and well-represented by the observed indicators. All model fit consistently demonstrate that the CFA model is well-fitting, valid, and appropriate for measuring teaching performance. Therefore, the instrument used in the study can be considered structurally valid and reliable for further analysis.

Scoring Procedure

All variables in the study namely communication climate, organizational commitment, and teachers performance were measured using a five-point Likert scale to ensure consistency and ease of interpretation. Response were assigned numerical values ranging from 1-5, where 5 (Strongly Agree) corresponded to a mean range of 4.51-5.00 and was interpreted as Very High, 4 (Agree) to 3.51-

4.50 (High), 3 (Slightly Agree) to 2.51-3.50 (Moderate), 2 Disagree) to 1.51- 2.50 (Low), and 1 (Strongly Disagree) to 1.00-1.50 (Very Low). This scoring procedure allowed for a systematic quantification of respondents' perceptions across all study variables and facilitated meaningful statistical analysis and comparisons.

Each item was scored using the five-point Likert-scale, interpreted as follows:

Scale	Range	Description	Interpretation
5	4.51 – 5.00	Strongly Agree	Very High
4	3.51 – 4.50	Agree	High
3	2.51 – 3.50	Slightly Agree	Moderate
2	1.51 – 2.50	Disagree	Low
1	1.00 – 1.50	Strongly Disagree	Very Low

Data Gathering Procedure and Ethical Considerations

Prior to data collection, formal permission was secured from institutional authorities. Participants were informed about the objectives, procedures, and voluntary nature of the study. Informed consent was obtained before participation. Participation was strictly voluntary. If a participant withdraw before completing the questionnaire, all partial responses were discarded and excluded from the dataset. If withdrawal occurred after submission but before statistical analysis, the coded response was permanently deleted upon formal request. No penalties, consequences, or disadvantages resulted from withdrawal. No names, identification numbers, or personal identifiers were collected to ensure anonymity. Responses were coded numerically, and data were treated with strict confidentiality. To prevent proxy responses, the informed consent explicitly required that only the identified faculty member complete the questionnaire. This safeguarded data authenticity and protected the integrity of the research findings. Although minimal risk was anticipated, safeguards were implemented: participants were allowed to skip any question that caused discomfort; supervisors did not monitor participation; and digital files were secured in password-protected storage accessible only to the researcher and designated statistician. All collected data will be retained for one (1) year after final manuscript approval for verification purposes. After the retention period, all digital files will be permanently deleted in compliance with the Data Privacy Act of 2012 and institutional research guidelines.

The researcher sought approval from relevant ethics committees and organizational administrators before conducting the survey. Participants will be briefed on the study's objectives and assure that their participation

will be voluntary, confidential, and anonymous. Informed consent forms will be distributed and signed before data collection begin.

The researcher was personally administered data gathering to ensure completeness and accuracy of responses. All collected data were stored securely and used solely for academic purposes. Ethical principles such as respect, beneficence, and non-maleficence will be strictly observed throughout the research process.

This study was strictly adhere to established ethical standards of research to ensure the protection, privacy, and rights of all participants. Before the conduct of the survey, participants were informed about the purpose, objectives, and procedures of the study. Each participant received an Informed Consent Form explaining that their participation is entirely voluntary and that they may withdraw from the study at any time without penalty.

The confidentiality of all information gathered will be safeguarded. No identifying details of participants or their business will be disclosed in the report, and all data will be used solely for academic purposes. To ensure data protection, collected responses were securely stored in password-protected digital files accessible only to the researcher. The research complied with the provisions of the Data Privacy Act of 2012 (Republic Act 10173) and institutional ethical research guidelines.

The study also ensured that no physical, psychological, or financial harm will come to the participants because of their involvement. Overall, ethical principles of respect for people, beneficence, and justice will guide all stages of the research process.

Before conducting the study, the researcher sought formal permission from the Department of Trade and Industry (DTI) Balingasag or the Business Permits and Licensing Office (BPLO) of the Municipality of Balingasag. An official request letter will be submitted to secure approval to access the list of registered community-based food MSMEs and to administer the research instrument. This process aligns with the principle of respect for persons under the Belmont Report, which emphasizes voluntary participation and proper authorization before involving respondents in research. After approval, coordination with local officials and MSME associations will be undertaken to ensure smooth data collection.

Following approval, the researcher will distribute survey questionnaires to selected MSME owners and managers. Data collection will be done either through printed forms or Google Forms, depending on respondents' convenience. The researcher explained the study's objectives, ensure confidentiality, and obtain informed consent prior to participation. This reflects the Belmont principle of beneficence, which requires researchers to minimize harm and maximize benefits by ensuring that respondents are fully informed and protected.

Once the questionnaires were retrieved, all responses were checked for completeness, accuracy, and consistency. Incomplete or invalid responses will be excluded to maintain data integrity. The validated data will then be encoded in Microsoft Excel for analysis. This supports the principle of justice, as it ensures fair and accurate representation of respondents by using only valid and reliable data.

Finally, statistical analysis were conducted using appropriate descriptive and inferential tools to test the hypotheses and determine the determinants of MSME viability in the Municipality of Balingasag. Overall, the procedures adhere to the Belmont Report principles of respect for persons, beneficence, and justice, ensuring that the study is ethical, fair, and scientifically sound.

Statistical Treatment of Data

To address the research problems, descriptive and inferential statistical tools were employed using appropriate statistical software.

For Problems 1 to 3, descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the teachers' levels of communication climate, organizational commitment, digital skills, and teaching performance.

For Problems 4 and 5, regression analysis was employed to determine the extent to which communication climate and organizational commitment significantly influence teachers' performance. This statistical method is appropriate for examining the influence relationship between one dependent variable and multiple independent variables, as it allows the researcher to assess both the combined and individual contributions of each predictor (Hair et al., 2021).

Prior to conducting the regression analysis, key statistical assumptions were tested to ensure the validity and reliability of the results. These included tests of normality, linearity, and multicollinearity. For the test of normality, both the Kolmogorov–Smirnov and Shapiro–Wilk tests were utilized. The results showed that the unstandardized and standardized residuals yielded significance values greater than 0.05 (Kolmogorov–Smirnov $p = .054$; Shapiro–Wilk $p = .081$). On average, the p -values ($\approx .068$) indicate that the residuals are normally distributed. This was further supported by the normal probability plot, where the data points closely followed the diagonal line, suggesting only minimal deviation from normality.

Additionally, the boxplot revealed no extreme outliers, indicating a balanced and symmetric distribution of residuals. For multicollinearity, tolerance and Variance Inflation Factor (VIF) values were examined. The results showed tolerance values of 0.817 and VIF values of 1.224 for both organizational communication and organizational commitment. On average, the tolerance (0.817) and VIF (1.224) values fall within acceptable thresholds, indicating that there is no multicollinearity among the independent variables. This means that the predictors are independent of each other and suitable for inclusion in the regression model.

Overall, the results of the assumption tests confirm that the data meet the necessary statistical requirements for multiple regression analysis. Therefore, the regression results for Problems 4 and 5 can be considered valid, reliable, and appropriate for determining the influence of communication climate and organizational commitment on teachers' performance.

Presentation, Analysis, And Interpretation of Data

This chapter explains and presents the results analysis presentation and interpretation of data on the influence of communication climate and organizational commitment on teachers' performance. Specifically, the data presentation is organized according to the order of the research questions introduced in chapter 1.

Problem 1. What is the participants' assessment of organizational communication?

Table 1 presents the frequency, percentage, and mean distribution of participants' assessment of communication climate. The results show an overall mean of 4.27, indicating that communication climate is generally rated as high by the participants. This suggests that communication within the organization is perceived as effective in terms of clarity, information sharing, and coordination of tasks among personnel. The overall standard deviation of 0.51 indicates a relatively low variability in the participants' responses regarding organizational communication. This suggests that the participants had generally consistent perceptions, with most ratings clustered around the mean value of 4.27, interpreted as "High." The low dispersion implied a shared understanding among teachers that communication climate within the institution is effective.

On the other hand, lower standard deviation values for items such as "Management explains the reason behind major decisions" ($SD = 0.61$) indicate more consistent agreement among participants. This suggests that teachers generally share similar perceptions regarding how management communicates decisions.

These findings implied that strong communication climate contributes to improved understanding and coordination in the workplace, which may enhance overall performance and efficiency. When communication is clear and consistent, employees are better guided in their roles and responsibilities, reducing errors and improving collaboration. This is supported by Allen et al. (2020), who emphasized that effective communication climate strengthens coordination and role clarity, and Robbins and Judge (2020), who noted that strong communication systems are essential in improving employee performance and organizational effectiveness.

Table 1 Frequency, Percentage, and Mean Distribution of Participants’ Assessment of Communication Climate

Range	Description	Interpretation	F	%
4.51 to 5.00	Strongly	Very high	29	22.83
3.51 to 4.50	agree Agree	High	83	65.35
2.51 to 3.50	Slightly	Moderate	15	11.81
1.51 to 2.50	Agree Disagree	Low	0	0.00
1.00 to 1.50	Strongly Disagree	Very low	0	0.00
Total			127	100%
Overall Mean			4.27	
Interpretation			High	
Std. Deviation			0.51	

Indicators	Mean	SD	Description
1. Supervisor communicate expectations clearly and transparently	4.13	0.80	Agree
1. Important work-related information is communicated in a timely manner.	4.35	0.67	Agree
1. Management explains the reason behind major decisions that affect employees	4.31	0.61	Agree
1. I receive regular feedback regarding the quality of my work	4.27	0.72	Agree

Among the specific indicators of communication climate, the highest-rated item is “Important work-related information is communicated in a timely manner” with a mean of 4.35 and SD of 0.67, followed closely by “Management explains the reason behind major decisions that affect employees” (M = 4.31). These high ratings suggest that participants particularly value timely information dissemination and transparency in decision-making within the organization. The low standard deviations indicate a strong consensus, implying that these practices are consistently experienced across participants. This finding highlights that effective and prompt communication enhances clarity, reduces uncertainty, and strengthens employee trust. Supporting this, Men (2020) emphasized that transparent and timely internal communication significantly improves employee engagement, trust in leadership, and overall organizational effectiveness.

In contrast, the lowest-rated indicator is “Supervisors communicate expectations clearly and transparently” (M = 4.13) and “I received regular feedback regarding the quality of my work”(M=4.27), although it still remains within the “Agree” category.

The lower mean and relatively higher variability indicate that some respondents may experience unclear or inconsistent communication of expectations from supervisors. This suggests a potential gap in supervisory communication practices that could affect task clarity and performance outcomes. According to Jiang and Men (2020), unclear expectations and inconsistent supervisor communication can lead to confusion, reduced job satisfaction, and lower performance levels, emphasizing the need for managers to improve clarity and

alignment in conveying work expectations.

Problem 2. What is the participants’ self-rating of their organizational commitment?

Table 2 presents the frequency , mean, percentage of participants, assessment of the organizational commitment .The overall mean score of 4.39(SD=0.50) determines high perception of the organizational commitment , which can be considered as a recognition of the effort by the establishment to maintain the performance of teachers are both efficient and sustainable. The frequency, percentage, and mean distribution of participants’ assessment of the organizational commitment is seen the most of the participants rated with 51.97% indicating a high level and 40.94% a very high level.

Table 2 Frequency, Percentage, and Mean Distribution of participants’ assessment of organizational commitment.

Range	Description	Interpretation	F	%
4.51 to 5.00	Strongly agree	Very high	52	40.94
3.51 to 4.50	Agree	High	66	51.97
2.51 to 3.50	Slightly Agree	Moderate	8	6.30
1.51 to 2.50	Disagree	Low	1	0.79
1.00 to 1.50	Strongly disagree	Very low	0	0.00
		Total	127	100%
		Overall Mean		4.39
		Interpretation		High
		Std. Deviation		0.50

Indicators	Mean	SD	Description
I feel emotionally attached to this organization.	4.39	0.62	Agree
2. I feel happy when I think about continuing my career here	4.46	0.61	Agree
3. I have invested too much in this organization to consider leaving	4.28	0.79	Agree
4. I feel committed to staying because of my sense of duty to the organization	4.44	0.61	Agree

The overall standard deviation of 0.50 indicates a relatively low variability in the participants’ responses regarding organizational commitment. This suggests that the participants generally shared similar perceptions, with their ratings closely clustered around the mean score of 4.39, interpreted as “High.” The low dispersion of responses implies consistency in how teachers perceive their level of commitment to the organization.

From the researcher’s perspective, this consistency reflects a stable and unified sense of organizational commitment among faculty members. It indicates that most teachers experience comparable levels of emotional attachment, loyalty, and sense of responsibility toward the institution. Such uniformity may be attributed to supportive organizational practices, positive work environment, and shared institutional values that foster commitment among employees.

Overall, the low standard deviation strengthens the reliability of the findings, suggesting that the high level of organizational commitment is not isolated to a few individuals but is commonly experienced across the majority of participants.

Problem 3, What is the participants’ assessment of their teaching performance?

Table 3 presents the frequency , mean, percentage of participants, assessment of their teaching performance .The overall mean of 4.89(SD=0.15) determines very high perception of the teaching performance , which can be considered as a recognition of the effort by the establishment to maintain the performance of teachers are both efficient and sustainable. The frequency , percentage, and mean distribution of participants’ assessment of the teaching performance is seen the most of the participants rated with 98.43% indicating a very high level .

The consistently high self-assessment among teachers may indicate not only their competence but also a strong sense of professional responsibility and pride in their work. The results suggest that when teachers perceive support from their institution—through resources, recognition, and a positive organizational environment—they are more likely to maintain high teaching performance. This aligns with literature emphasizing that teaching effectiveness is enhanced by both intrinsic motivation and organizational support (Acevedo & Martinez, 2021; Garcia & Lo, 2021).

Furthermore, the high ratings across all indicators suggest that teachers are not only capable of delivering content effectively but are also attentive to creating an engaging and respectful learning environment, which is critical for sustained student learning outcomes.

These findings imply that schools should continue fostering institutional practices that reinforce both professional development and organizational support, as they directly contribute to maintaining and enhancing teaching performance.

Table 3 Frequency, Percentage, and Mean Distribution of Participants’ Assessment of their Teaching Performance.

Range	Description	Interpretation	F	%
4.51 to 5.00	Strongly agree Agree	Very high	125	98.43
3.51 to 4.50		High	2	1.57
2.51 to 3.50	Slightly Agree Disagree	Moderate	0	0.00
1.51 to 2.50		Low	0	0.00
1.00 to 1.50	Strongly disagree	Very low	0	0.00
		Total	127	100%
		Overall Mean	4.89	
		Interpretation	High	
		Std. Deviation	0.15	

Indicators	Mean	SD	Description
1.Supervisor communicate expectations clearly and transparently	4.13	0.80	Agree

1. Important work-related information is communicated in a timely manner.	4.35	0.67	Agree
1. Management explains the reason behind major decisions that affect employees	4.31	0.61	Agree
1. I receive regular feedback regarding the quality of my work	4.27	0.72	Agree

Among the specific indicators of teaching performance, the highest-rated item is “I answer students questions accurately and confidently” with a mean of 4.91, as well as the fifth indicators as one of the highest-rated item is “ I maintain a respectful and positive classroom environment “ with a mean of 4.91 followed closely by “I encourage students participation during class discussions” (M = 4.88) and also the “ indicator four “ I explain complex concepts in a clear and understandable way” with a mean of 4.88 . These high ratings suggest that respondents particularly value timely information dissemination and transparency in teaching performance within the organization. The low standard deviations indicate a strong consensus, implying that these practices are consistently experienced across respondents. These results suggest that the participants generally perceive their teaching performance as highly effective.

In contrast, the lowest-rated indicator is “I explain lessons clearly and in an organized manner” (M = 4.86), although it still remains within the “ strongly Agree” category. This suggests that respondents are able to structure their lessons effectively, allowing students to follow and understand the content more easily. Clear and organized instruction plays an important role in facilitating effective learning and improving students academic performance. As highlighted by Lopez (2025), well-structured lesson delivery helps students grasp concepts more efficiently and contributes to overall teaching effectiveness.

Overall, the results indicate that the respondents demonstrate very high teaching performance across all indicators, reflecting strong instructional competence, effective communication skills, and the ability to maintain a positive classroom environment that supports meaningful learning experiences.

Problem 4. Do communication climate and organizational commitment have significant relationship on teaching performance?

H01: Communication climate and organizational commitment do not have significant relationship on teaching performance.

Table 4 presents the results of the Pearson correlation analysis examining the relationship between communication climate, organizational commitment, and teaching performance. The results indicate that both organizational communication (r = .364, p = .000) and organizational commitment (r = .371, p = .000) have significant positive relationships with teaching performance, indicating that improvements in communication flow and stronger employee commitment are both associated with higher levels of teaching performance. This implies that effective information exchange and coordination, as well as emotional attachment and dedication to the organization, jointly contribute to better instructional outcomes among teachers.

Therefore, HO1 is rejected, which states that there is no significant relationship among the variables. This finding is supported by Robbins and Judge (2020), who emphasized that organizational behavior factors such as communication and commitment collectively influence employee performance through both structural and motivational mechanisms.

Table 4 Pearson Correlation between Communication Climate, Organizational Commitment, and Teaching Performance **Communication Climate Organizational Commitment Teaching Performance Pearson R Sig.(2 tailed)**

.364** .000 .371** .000

In addition, communication climate shows a significant positive relationship with teaching performance (r = .364, p = .000), indicating that better communication within the organization is associated with higher teaching

performance.

This indicated that when information flow is clear and coordination mechanisms are effective, teachers are able to perform their instructional tasks more efficiently, as communication reduces ambiguity and supports better decision-making in the teaching process. This finding is supported by Allen et al. (2020), who emphasized that strong organizational communication systems enhance coordination, role clarity, and overall performance outcomes in educational institutions.

Furthermore, organizational commitment also shows a significant positive relationship with teaching performance ($r = .371$, $p = .000$), indicating that teachers who demonstrate higher levels of commitment tend to perform better in their teaching responsibilities. This implies that emotional attachment and dedication to the organization encourage teachers to exert greater effort, sustain engagement, and maintain consistency in instructional delivery. The result further suggests that commitment strengthens internal motivation, which translates into improved performance outcomes in the classroom. This finding is supported by Meyer et al. (2020), who noted that organizational commitment enhances employee motivation, persistence, and effectiveness, particularly in professional and educational settings.

Problem5.Do Communication climate and organizational commitment predict teaching performance?

H₀₂: Communication climate and organizational commitment do not predict teaching performance.

H₀₃: Communication climate does not predict teaching performance. H₀₄: Organizational commitment does not predict teaching performance.

Table 5 presents the results of the multiple regression analysis, presented in Table 5, examine the influence of communication climate and organizational commitment on teaching performance.

The model summary reveals a statistically significant overall fit with an R- value of 0.435, $R^2 = 0.189$, and Adjusted $R^2 = 0.176$. This indicates that 18.9% of the variance in teaching performance is explained by the combined influence of communication climate and organizational commitment, while the remaining 81.1% can be attributed to other factors such as instructional strategies, teacher competence, leadership support, work environment, and student-related variables. This suggests that while the two predictors explain a substantial portion of the variance, several external factors still significantly influence teaching performance.

The findings of the study are supported by a range of established literature emphasizing the role of communication climate and organizational commitment in influencing employee performance, particularly in educational settings. Effective communication climate has been consistently identified as a critical factor that enhances clarity of roles, strengthens collaboration, and improves coordination within institutions. According to Robbins and Judge (2020), communication is a fundamental organizational process that facilitates information flow and directly contributes to improved performance outcomes by reducing ambiguity and increasing efficiency. In the context of schools, clear communication between administrators and teachers fosters a positive work environment that enables teachers to focus more effectively on instructional delivery, thereby enhancing teaching performance.

The model is statistically significant, with $F = 14.469$, $p = .000$, leading to the rejection of H₀₂, which stated that communication climate and organizational commitment do not jointly predict teaching performance. This finding underscores that both predictors significantly contribute to explaining variations in teaching performance, supporting previous research by Robbins and Judge (2020), who emphasized that organizational factors such as communication and commitment are key drivers of employee performance outcomes in both educational and organizational settings.

Specifically, for every one-unit increase in communication climate, teaching performance increases by 0.075 units ($B = 0.075$, $t = 2.815$, $p = .006$). Similarly, for every one-unit increase in organizational commitment, teaching performance increases by 0.080 units ($B = 0.080$, $t = 2.941$, $p = .004$). These results highlight that both effective communication within the organization and a strong emotional commitment to the institution

positively affect teachers’ performance in the classroom.

Table 5 Regression Analysis of the Influence of Communication Climate and Organizational Commitment on Teaching Performance

Unstandardized Coefficients			Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.215	.126		33.420	.000
Communication Climate	.075**	.027	.252	2.815	.006
Organizational Commitment	.080**	.027	.263	2.941	.004

Model Summary

R = 0.435 R² = 0.189 Adj. R² = 0.176 F = 14.469** p = .000

**significant at 0.01 level

The results of the regression analysis indicate that both organizational commitment and communication climate significantly influence teaching performance. Among the two predictors, organizational commitment emerged as the strongest predictor (B = 0.080, p = .004), compared to communication climate (B = 0.075, p = .006). This suggests that for every one-unit increase in organizational commitment, teaching performance increases by .080 units.

This finding highlights that teachers who exhibit stronger emotional attachment, loyalty, and involvement in the organization are more likely to demonstrate higher levels of effectiveness in their teaching roles. This result underscores the importance of internal motivational factors over purely structural or procedural elements. While communication facilitates the flow of information, it is the teacher’s sense of belonging and commitment to the institution that more strongly drives consistent and high-quality performance.

This implies that when teachers feel valued, supported, and emotionally connected to their organization, they are more inclined to invest effort, maintain professionalism, and go beyond minimum expectations in their teaching responsibilities.

Furthermore, communication climate was also found to have a significant influence on teaching performance. With a coefficient of B = 0.075, the results indicate that improved communication contributes to better instructional outcomes by promoting clarity, coordination, and shared understanding among faculty members. From the researcher’s viewpoint, effective communication serves as an enabling mechanism that supports performance; however, its impact becomes more meaningful when teachers are already committed to the organization.

The findings lead to the rejection of the null hypothesis H03, confirming that communication climate significantly influences teaching performance. Overall, while both variables play essential roles, the study reveals that organizational commitment exerts a greater influence, suggesting that schools should prioritize strategies that strengthen teachers’ emotional engagement and loyalty alongside maintaining effective communication systems.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter aspires to discuss the summary, conclusion, and recommendations of the study from the previous chapter.

Summary

The problem. This study investigated the influence of communication climate and organizational commitment on teachers' performance. Specifically, it sought to answer the following research questions: 1. What is the participants' assessment of communication climate? 2. What is the participants' self-rating of their organizational commitment? 3. What is the participants' assessment of their teaching performance? 4. Are the communication climate, organizational commitment associated with their performance? 5. Which among the predictor variables significantly influence their performance?

Method. This study employed a quantitative descriptive-correlational research design to examine the relationships between communication climate, organizational commitment, and teaching performance among faculty members. A adapted questionnaire was distributed to a total of 127 teachers, who participated voluntarily. The questionnaire was designed to assess participants' perceptions of organizational communication, organizational commitment, and their own teaching performance.

To analyze the data, descriptive statistics such as frequency, percentage, mean, and standard deviation (SD) were computed. These measures provided an overview of the participants' as their assessments of the key variables.

Additionally, correlational analyses were conducted to explore the relationships between the independent variables (communication climate and organizational commitment) and the dependent variable (teaching performance).

Findings. Grounded from the analyzed data, the following findings are, thus, presented.

As a whole the participants revealed that the level of communication climate in the institution was high. Teachers generally perceived that communication within the organization was clear, timely, and transparent. This suggests that the institution has established effective communication practices that allow teachers to receive important information and feedback necessary for their professional responsibilities.

The teachers demonstrated a generally high level of organizational commitment. This indicates that teachers possess strong emotional attachment, loyalty, and a sense of responsibility toward the institution. Their willingness to remain in the organization and contribute to its goals reflects their positive perception of the work environment and leadership.

The results revealed a very high level of teaching performance, implying that teachers consistently exhibit strong competencies in delivering instruction, managing classrooms, mastering subject content, and promoting active student engagement, as perceived through their self-assessment.

Correlation analysis further revealed that both communication climate and organizational commitment were significantly related to teaching performance. The results indicated that better communication within the organization is associated with improved teaching performance. Likewise, teachers who exhibited stronger commitment to the organization also demonstrated higher levels of performance.

Furthermore, the regression analysis showed that communication climate and organizational commitment jointly influenced teaching performance. However, organizational commitment emerged as the stronger predictor, indicating that teachers who feel emotionally connected and valued by the organization are more likely to perform effectively in their roles.

Conclusion

The study demonstrate that participants generally hold high perceptions of the communication climate and organizational commitment on teachers performance. Based on the findings of the study, several conclusions were drawn. First, the institution maintains a positive and supportive communication climate that facilitates the efficient flow of information and encourages collaboration among teachers. This environment helps teachers perform their tasks effectively and remain informed about institutional policies and expectations.

Second, teachers in the institution exhibit a strong level of organizational commitment, which reflects their loyalty, dedication, and sense of belonging to the organization. Such commitment contributes to stability within the workforce and promotes a culture of responsibility and professionalism.

Third, the overall teaching performance of the faculty members is very high. This indicates that teachers are competent, motivated, and capable of meeting the instructional and professional demands of their roles. Their performance reflects not only their personal competence but also the supportive organizational environment in which they work.

Fourth, both communication climate and organizational commitment play significant roles in shaping teachers' performance. Effective communication ensures clarity of expectations and supports professional collaboration, while strong organizational commitment encourages teachers to exert greater effort and maintain high standards in their work.

Finally, organizational commitment was found to be the most influential predictor of teaching performance. This implies that when teachers feel valued, respected, and emotionally connected to their institution, they are more motivated to perform well and contribute positively to organizational goals. These findings support the principles of Social Exchange Theory, which explains that employees reciprocate positive organizational treatment through improved performance and dedication.

Recommendations

The empirical study shows that communication climate and organizational commitment which consequently drives influence teachers performance. In light of the findings and conclusions of the study, several recommendations are proposed to further enhance teachers' performance and strengthen organizational practices.

School administrators may sustain and further improve communication practices within the institution. Establishing regular meetings, clear information channels, and open feedback systems can help maintain transparency and strengthen trust between management and teachers. Administrators should also continue implementing programs that foster teachers' sense of belonging and commitment, such as recognition programs, professional growth opportunities, and supportive leadership practices.

Teachers may actively engage in institutional activities and communication processes. By participating in meetings, training programs, and collaborative initiatives, teachers can contribute to a more cohesive and supportive organizational environment while continuing to develop their professional competencies.

Human resource personnel and policy makers in the education sector may design and implement policies that promote teacher welfare, job security, and professional development. Providing opportunities for career advancement, fair evaluation systems, and supportive working conditions can further strengthen teachers' commitment and performance.

Researchers may expand this study by including other variables that may influence teachers' performance. Conducting studies in different educational institutions or using qualitative methods such as interviews may also provide deeper insights into the organizational factors that affect teacher effectiveness.

ACKNOWLEDGEMENT

The researcher wishes to express profound gratitude and appreciation to the following individuals and groups who made the completion of this study possible:

First and foremost, to Almighty God, for granting the wisdom, perseverance and good health that enabled the researcher to accomplish this academic endeavor.

To the thesis adviser, Doc Cyril C. Chavez, for the invaluable guidance, constructive feedback, and encouragement throughout the preparation of this study. Your expertise and patience greatly contributed to the

successful completion of this research.

To the panel of examiners, for their insightful comments, suggestions, and recommendations that refined and strengthened this work.

To the administrators and employees of the participating organizations in Balingasag, Misamis Oriental, for their cooperation, time, and willingness to provide the data necessary for this study. Without their support, this research would not have been possible.

To my family and loved ones, for their unconditional love, moral support, and encouragement during the entire journey. Their understanding and sacrifices provided the researcher with strength and inspiration.

To my friends and colleagues, for their assistance, encouragement, and shared experiences that made the challenges of research more bearable.

Finally, to all who in one way or another, contributed to the completion of this study, the researcher extends her deepest gratitude.

DEDICATION

This research is wholeheartedly dedicated to my beloved father, who has gone ahead of us but whose love and guidance remain alive in my heart. Your hard work, sacrifices, and dreams for me become my greatest motivation to finish this study. I may not see you anymore, but I feel your presence in every success I achieve. This accomplishment is for you. Papa -my inspiration and my strength forever.

“I have fought the good fight, I have finished the race, I have kept the faith.” Timothy 4:7

Angelica T. Cañadilla

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APPENDIX A

Dear Participant,

I am **Angelica T. Canadilla**, a graduate student at **Lourdes College** pursuing a Master’s degree in **Master in Business Administration**. I am conducting my research study titled **"INFLUENCE OF COMMUNICATION CLIMATE AND ORGANIZATIONAL COMMITMENT ON TEACHERS’ PERFORMANCE"**,

Participation in this survey is entirely voluntary, and you may choose to withdraw at any point without any negative consequences. All information collected will remain anonymous, treated with strict confidentiality, securely stored.

If you agree to participate, please carefully read each question and respond honestly to the best of your ability. Should you wish to receive a summary of the research findings once the study is completed, kindly send a request to the contact information provided below.

APPENDIX B

Revised Survey Questionnaire

Instructions: Please provide necessary information and tick the appropriate column that corresponds to your answer using the following scale:

5 – Strongly Agree 4 – Agree

3 – Slightly Agree

2 – Disagree

1 – Strongly Disagree

Part 1. Organizational Communication

How do you assess the organizational communication

<i>The Communication in the organization allows.</i>	1	2	3	4	5
Supervisors communicate expectations clearly and transparently.					
Important work-related information is communicated in a timely manner.					
Management explains the reason behind major decisions that affect employees.					
I receive regular feedback regarding the quality of my work.					

Assessment of organizational commitment ...	1	2	3	4	5
feel emotionally attached to this organization.					
I feel happy when I think about continuing my career					

Part 2. Organizational Commitment

here.					
I have invested too much in this organization to consider leaving.					
feel committed to staying because of my sense of duty to the organization.					

Part 3. Teachers’ performance

Indicator Assessment of teaching performance	1	2	3	4	5
1.I explain lessons clearly and in an organized manner.					
2.I encourage students participation during class discussions.					
3.I answer students’ questions accurately and confidently.					
4.I explain complex concepts in a clear and understandable way.					
.I maintain a respectful and positive classroom environment.					

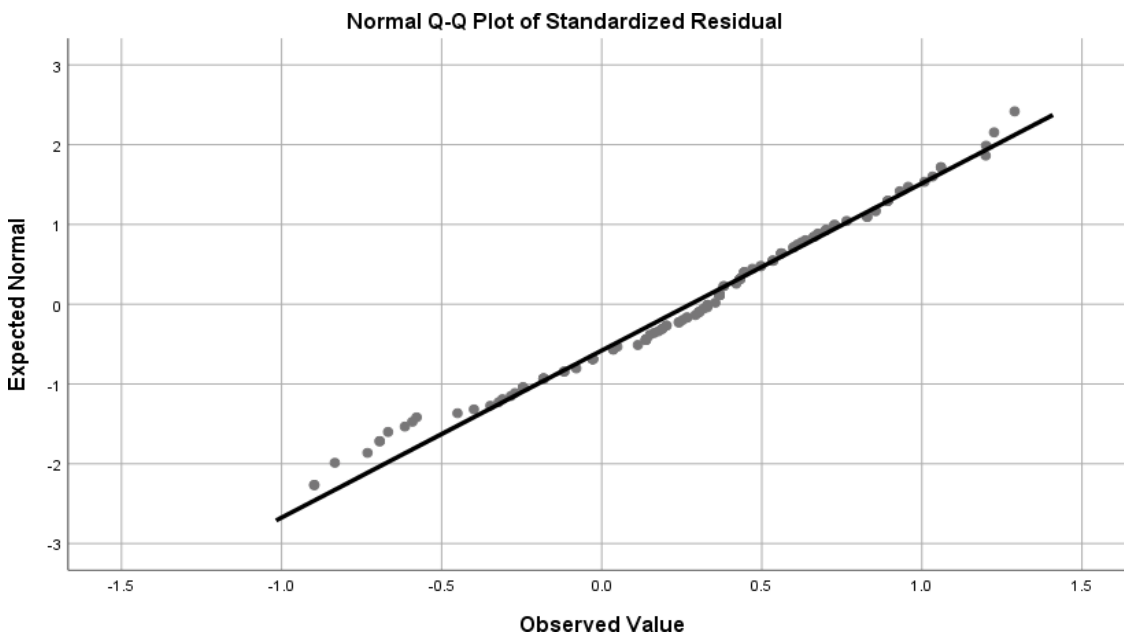
Appendix C Statistical assumptions

Test of normality of residuals

Kolmogorov-Smirnov ^a				Shapiro-Wilk		
Statistic		df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.078	127	.054	.982	127	.081
Standardized Residual	.078	127	.054	.982	127	.081

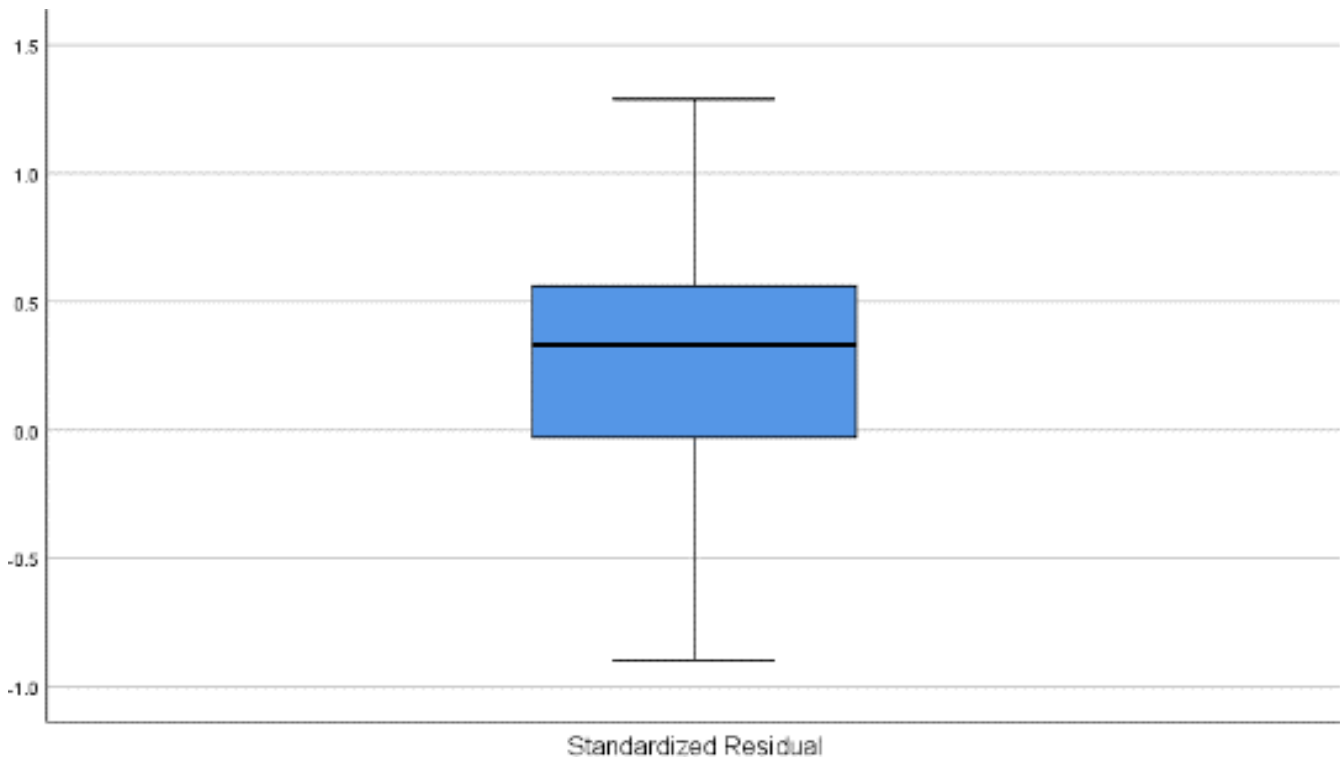
a. Lilliefors Significance Correction

The Kolmogorov–Smirnov and Shapiro–Wilk tests indicate that both unstandardized and standardized residuals are normally distributed ($p > .05$), suggesting that the assumption of normality is satisfied.



The points closely follow the diagonal line, indicating that the residuals are approximately normally distributed with only minor deviations at the tails.

No outliers



The boxplot shows that the standardized residuals are fairly symmetric around the median with no extreme outliers, indicating a reasonable distribution of errors.

No multicollinearity

Model	Tolerance	VIF
1(Constant)		
Communication Climate	.817	1.224
Organizational Commitment	.817	1.224

a. Dependent Variable: Teaching performance

The tolerance values (.817) and VIF values (1.224) indicate no multicollinearity issues among Communication Climate and Organizational Commitment, suggesting the predictors are independent and suitable for regression analysis.

APPROVAL SHEET

This thesis entitled **“INFLUENCE OF COMMUNIANION CLIMATE AND ORGANIZATIONAL COMMITMENT ON TEACHERS’ PERFORMANCE**

prepared and submitted by **ANGELICA T. CAÑADILLA** in partial fulfillment of the requirements for the degree of Master in Business Administration (MBA) has been examined and is recommended for acceptance and approval for **ORAL EXAMINATION**.



CYRIL C. CHAVEZ, DM-HRM

Mentor

PANEL OF EXAMINERS

Approved by the committee on Oral Examination with the grade of _____.

ANTHONY LY B. DAGANG, DBM

Chair

RHANDY M. OYAO, DBM

JUDITH C. CHAVEZ, DM-HRM

Member

Member

MIGUELA B. NAPIERE, PhD

Member

Accepted and approved in partial fulfillment of the requirements for the Master in Business Administration (MBA) degree.

April, 2026

JUDITH C. CHAVEZ, DM-HRM

Director, Graduate School

Lourdes College

Inc.

Cagayan de Oro City Graduate School

WAIVER FOR RESEARCH PRESENTATION AND PUBLICATION

I, Angelica T. Cañadilla hereby acknowledge that in relation to my thesis entitled "Influence of Communication Climate and Organizational Commitment on Teachers Performance" Lourdes College has guided me in the conceptualization, data gathering, analysis, interpretation of the data and the completion of the paper. Thus, prior to the possible presentation and publication of this paper, I will seek the permission and guidance of the school.

ANGELICA T. CAÑADILLA

(Signature over Students' Printed Name)

April, 2026

(Signature over Adviser's Printed Name) Date:

Date: April, 2026


DR. CYRIL C. CHAVEZ



LOURDES COLLEGE

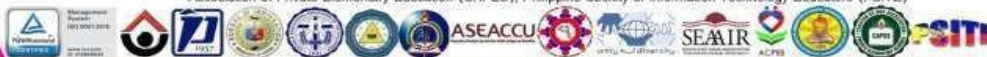
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MEMBER : Catholic Educational Association of the Philippines (CEAP); Philippine Association for Graduate Education (PAGE) Region X; Philippine Association for Teacher Education (PAFTE); Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU); Asian Association of School HRMD Practitioners, Inc. (AASHPI); World Council for Curriculum and Instruction (WCCI); South East Asian Association for Institutional Research (SEAAIR) ; ASEAN Council of Physical Education and Sport (ACPES) ; Association of Private Secondary Schools in Cagayan de Oro City (APSSCO) ; Cagayan de Oro Association of Private Elementary Education (CAPES); Philippine Society of Information Technology Educators (PSITE)



CERTIFICATION

This is to certify that I have proofread and reviewed the research manuscript entitled “ **INNFLUENCE OF COMMUNICATION CLIMATE AND ORGANIZATIONAL COMMITMENT ON TEACHERS’ PERFORMANCE**“ authored by **ANGELICA T. CAÑADILLA**.

The review covered all chapters of the manuscript and involved checking grammar, sentence structure, readability, formatting consistency, citation accuracy, reference completeness, and overall organization. Particular attention was given to improving clarity and ensuring that the paper meets academic writing and presentation standards.



Certified by:



LOURDES COLLEGE
Inc.

Gen. Capistrano Street, Cagayan de Oro City

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DR. JUDITH C. CHAVEZ

GS-FO-024

Graduate School

CERTIFICATE OF ORIGINALITY

This is to certify that the study entitled **“Influence of Communication Climate and Organizational Commitment on Teachers Performance”**, submitted as a requirement for the degree **Master in Business Administration** at the Lourdes College Graduate School, is my original work.

I duly acknowledge the guidance and contributions of my adviser, panel members, and others in relation to the research design, presentation, and language refinement. This study has not been previously published nor written by another person.

All information, whether quoted verbatim or paraphrased, has been properly cited and referenced. Nothing in

this study violates copyright or other intellectual property rights.

I further grant permission to the Lourdes College Learning Commons to store my journal article in its institutional repository for wider dissemination of the study's findings.

NGELICA T. CAÑADILLA

(Signature over Student's Printed Name)

Date: April, 2026

CYRIL C.CHAVEZ,DM-HRM

(Signature over Adviser's Printed Name)

Date: April, 2026

PLAGIARISM AND SIMILARITY INDEX.

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APPENDIX D

INFORMED CONSENT FORM FOR SURVEYS, INTERVIEWS, AND FOCUS GROUP DISCUSSIONS

	<p>LOURDES COLLEGE, INC. Cagayan de Oro City <i>Research, Planning, and Development Office (RPDO)</i></p>	
	<p>INFORMED CONSENT FORM FOR SURVEYS, INTERVIEWS, AND FOCUS GROUP DISCUSSIONS <i>Adapted from the WHO Informed Consent Template</i> (http://www.who.int/rpc/research_ethics/informed_consent/en/)</p>	<p>RPD-FO-001</p>
<p><i>Note: This template is for research interventions that use questionnaires, in-depth interviews or focus group discussions.</i></p>		
<p>Informed Consent Form for MOIST Teachers participating in the study</p>		
<p>Name of Researcher/ Principal Researcher: Angelica T. Cañadilla (Name of Organization/Institution): Lourdes College Inc., Cagayan de Oro City</p>		
<p>[Research Title and LREC No.): "INFLUENCE OF COMMUNICATION CLIMATE, ORGANIZATIONAL COMMITMENT AND DIGITAL SKILLS ON TEACHERS' PERFORMANCE"</p>		
<p>PART I: INFORMATION SHEET</p>		
<p>INTRODUCTION</p>	<p>Good day. My name is Angelica T. Cañadilla ., a graduate student of the Master's in Business Administration program at Lourdes College, Cagayan de Oro City. I am conducting a research study as part of my thesis requirements.</p> <p>You are being invited to participate in this study because you are currently employed in an Moist faculty and have sufficient experience with the company's communication climate, organizational commitment and digital skill on teacher performance practices. Your participation is entirely voluntary. You may take time to decide whether or not you wish to participate.</p> <p>If there are words, statements, or parts of this consent form that you do not understand, please feel free to ask questions at any time. The researcher will be glad to explain them clearly.</p>	
<p>PURPOSE OF THE STUDY</p>	<p>The purpose of this study is to determine the levels of organizational communication, organizational commitment, and teaching performance among teachers of MOIST, and to examine the relationships among these variables.</p> <p>Specifically, it aims to identify how organizational communication and commitment are associated with teaching performance, and to provide an empirical basis for recommendations that may help improve faculty engagement, communication practices, and instructional effectiveness within the institution.</p>	
<p>TYPE OF RESEARCH INTERVENTION</p>	<p>This study will employ a survey questionnaire as the sole data-gathering instrument. No interviews, focus group discussions, experimental procedures, or physical interventions will be conducted. Participants will be asked to complete a structured questionnaire designed to assess their perceptions of the communication climate, organizational</p>	



DURATION	Answering the questionnaire will take approximately 10-15 minutes. Participation involves only a one-time survey, and there will be no follow-up activities required.
RISKS	This study involves minimal risk. Some questions may ask about teachers performance , which could cause mild discomfort. You are not required to answer any question that makes you uncomfortable. You may stop answering the questionnaire at any time or withdraw your participation without any consequences.
BENEFITS	While there may be no direct personal benefit, your participation will contribute to: The study benefits MOIST teachers by helping them reflect on their teaching practices and engagement, and benefits the institution by providing data to improve communication, commitment, and teaching performance. It also contributes context-specific insights to the literature on private higher education faculty performance.
REIMBURSEMENT S	There will be no monetary payment or reimbursement for participating in this study. Participation is entirely voluntary.
CONFIDENTIALIT Y	All information collected in this study will be kept strictly confidential. Your identity will not be revealed in any report, presentation, or publication. Survey data will be stored in password-protected files accessible only to the researcher and statistician. After the required retention period, all data will be permanently deleted.
SHARING THE RESULTS	The results of this study may be shared with the academic community through a thesis manuscript, presentations, or publications. However, no individual participant will be identified in any report. You may request a summary of the research findings if you wish.
RIGHT TO REFUSE OR WITHDRAW	You have the right to refuse to participate or withdraw from the study at any time, without penalty or loss of benefits. If you withdraw, any information you provided will not be used in the study if you so request.
WHO TO CONTACT	If you have questions, concerns, or complaints about the study, you may contact: Researcher: Angelica T. Cañadilla Lourdes College, Cagayan de Oro City You may also contact the Lourdes College Research Ethics Committee for concerns regarding your rights as a research participant.
PART II: CERTIFICATE OF CONSENT	
<i>This section is mandatory</i>	I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.
Print Name of Participant	Jonathan L. Astaca-an
Signature of Participant	
Date mm/dd/yyyy	January 08, 2026



<i>If Illiterate</i>	Not Applicable
	I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.
Print name of witness	
Signature of witness	
Date: mm/dd/yyyy	
Thumb print of participant	<input type="text"/>
STATEMENT BY THE RESEARCHER OR PERSON TAKING CONSENT	
	<p>I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:</p> <ol style="list-style-type: none"> 1. The participant will be asked to answer a structured survey questionnaire. 2. The participant's responses will be collected anonymously and treated with strict confidentiality. 3. The participant may refuse to answer any question or withdraw from the study at any time without penalty. <p>I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.</p>
	A copy of this Informed Consent Form has been provided to the participant.
Print Name of Researcher or person taking the consent	Angelica T. Cañadilla.
Signature of Researcher or person taking the consent	
Date: mm/dd/yyyy	January 08, 2025

Adapted from National Ethical Guidelines for Research Involving Human Participant 2022. Philippine Health Research Ethics Board.





Lourdes College Research Ethics
Committee (LC-REC)
Cagayan de Oro City

Ethical Clearance

Name of Researcher : Angelica T. Cañadilla
Designation : Graduate Student
Institution : Lourdes College
Address : Cagayan de Oro City
Date : March 1, 2026

Dear Ms. Cañadilla,

Praised be Jesus and Mary!

This certifies that the Lourdes College Research Ethics Committee (LC-REC) which is constituted and established, and functions in accordance with the requirements set by the Lourdes College, Inc., Cagayan de Oro City; the Philippine Health Research Ethics Board (PHREB); and in compliance with WHO Standards and Operational Guidance for Ethics Review of Health-related Research with Human Participants (2011); and the National Ethical Guidelines for Research Involving Human Participants (NEGRHP, 2022); has approved the following study protocol and related documents:

Type of Submission : ETHICS CLEARANCE
LC-REC Code : 20252026182-ESN
Study Protocol Title : INFLUENCE OF COMMUNICATION CLIMATE, ORGANIZATIONAL COMMITMENT AND DIGITAL SKILLS ON TEACHERS' PERFORMANCE
Principal Investigator : Angelica T. Cañadilla
Approval Date : March 1, 2026
Expiry of Ethical Clearance : March 1, 2027
Approved Site : Misamis Oriental Institute of Science and Technology

FINAL APPROVAL WAS GRANTED THROUGH EXPEDITED REVIEW

Adapted from Philippine Health Research Ethics Board (PHREB) Standard Operating Procedures (2020) and UPMREB FORM 4(B)2019: CERTIFICATION OF APPROVAL (2023)



APPENDIX E ETHICAL CLEARANCE



**Lourdes College Research Ethics
Committee (LC-REC)**
Cagayan de Oro City

Ethical Clearance

Documents approved by the LC_REC

1. Study Protocol/Thesis Proposal Version 2 February 2026
2. ICF Version 2 March 1,2026

Additional documents approved by the LC-REC

NONE

The **RESEARCHER** and the **ADVISER** shall be responsible for the implementation of the approved documents. Please report the soonest possible time should there be any non-compliance (deviation or violation) whether major or minor.

Sincerely,


Raquel A. Saab, CHP, DM
Chair, LC-REC

LC-REC

Adapted from Philippine Health Research Ethics Board (PHREB) Standard Operating Procedures (2020) and
LIPMIREB FORM 4(B)2019: CERTIFICATION OF APPROVAL (2023)



LOURDES COLLEGE

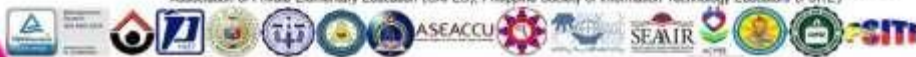
Inc.

Gen. Capistrano Street, Cagayan de Oro City

CAMPUSES: Higher Education Department Integrated Basic Education Department
Capistrano-Moray Sta. Macosandig
Tel Nos.: (088) 857-1423; (088) 857-4827 URL: <http://www.lccdo.edu.ph> E-mail: lc@lccdo.edu.ph



CERTIFIED BY : International Organization for Standardization (ISO) 9001:2015 Quality Management System (TUV Rheinland) ; Private Education Assistance Committee-Educational Service Contracting (PEAC - ESC)
ACCREDITED BY: Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU); Bureau of Immigration (BI); Commission on Higher Education - Institutional Sustainability Assessment (CHED - ISA)
MEMBER : Catholic Educational Association of the Philippines (CEAP); Philippine Association for Graduate Education (PAGE) Region X; Philippine Association for Teacher Education (PAFTE); Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU); Asian Association of School HRMD Practitioners, Inc. (AASHPI); World Council for Curriculum and Instruction (WCCI); South East Asian Association for Institutional Research (SEAIR); ASEAN Council of Physical Education and Sport (ACPEIS); Association of Private Secondary Schools in Cagayan de Oro City (APSSCO); Cagayan de Oro Association of Private Elementary Education (CAPES); Philippine Society of Information Technology Educators (PSITE)



Lourdes College

Inc.

Cagayan de Oro City Graduate School

WAIVER FOR RESEARCH PRESENTATION AND PUBLICATION

Angelica T. Cañadilla, hereby acknowledge that in relation to my thesis entitled“INFLUENCE OF COMMUNICATION CLIMATE AND ORGANIZATIONAL COMMITMENT ON TEACHERS’PERFORMANCE”

Lourdes College has guided me in the conceptualization, data gathering,analysis, interpretation of the data and the completion of the paper. Thus, prior to the possible presentation and publication of this paper, I will seek the permission and guidance of the school.

Angelica T. Cañadilla,
(Signature over Students’ Printed Name)

Cyril C. Chavez, DM-HRM
(Signature over Adviser’s Printed Name)

Date_

GS-



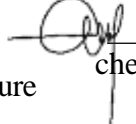
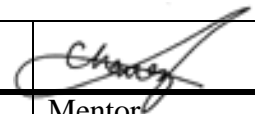
Lourdes College, Inc. Graduate School

AI DECLARATION FORM

All thesis manuscripts and other written performance tasks must include a declaration statement. This statement should have three columns: 1) the tools used (e.g., ChatGPT, Co-pilot), 2) the prompts used, and 3) descriptions of how the information was generated.

Statement of AI Declaration

I declare that the following AI tools were utilized:

AI Tools	Prompts Used	Descriptions of how used in your work	the output was
ChatGPT	Here is my draft: enhance the clarity of my write-up, emphasizing the context of the problem.	The output was reviewed line by line and further modified to ensure that my original idea was preserved.	
Resear	 ure _____ cher’s Signat	Noted by:	 _____ Mentor

Note: This statement must be attached in the appendix of a thesis manuscript but it must be cited in Chapter 3- Ethical Considerations.

Reference: AI Framework of Siliman University, Dumaguete City