Teachers’ Commitment and Students’ Performance in English at a University in South Korea

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Abstract

This study attempted to determine how the teachers’ level of commitment to job and commitment to organization affect the students’ performance in English. The respondents to this study were 15 English teachers and 420 students. The weighted mean of the teacher-respondents’ commitment to job and commitment to organization were 4.0 and 3.80, respectively, which when interpreted means that they are committed to both job and organization. The average means of the students’ performance in the areas of writing, listening and speaking are high. It was in speaking where the students had their best performance. It can be inferred from the results of the regression analyses that taken aggregately, commitment to job and commitment to organization are not predictors of the students’ performance in writing, listening and speaking. However, the P value of commitment to job’s t (.042), which is less than .05 level of significance, indicates that it can predict students’ performance in speaking.

Keywords: Commitment to Job, Commitment to Organization, Students’ Performance, Writing Listening, Speaking