

Work Performance and Job Satisfaction among Teachers

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Abstract

This study attempted to find out the relationship of work performance and job satisfaction among teachers of Division of Cotabato City. Results stated that most teachers are 31-40 age bracket. Majority of them are females, married, earned a college degree and further master's unit. Sixty-four percent of them had 11 to 15 years of service. Therefore, the findings, concluded that the teachers of Division of Cotabato City displays a high level of performance. They were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that a teacher's satisfied with their job is also a productive one. Furthermore, if the teachers contented with their job, they will develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners.

Key Words: Work Performance, Job Satisfaction and Teachers.

1. Background and Purpose of the Study

The most respected profession in the world is Teacher. He is a model and is consciously imitated. According to Panda and Mohanty, (2003) the teacher is the pivot of any education system. In fact, teachers are the strength of a nation. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003). There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with students. For development of quality teachers one has to understand the factors associated with it.

Job satisfaction is one of these important factors. Disgruntled teachers who are not satisfied with their job will not be committed and productive. In the Department of Education based on performance appraisal, poor performance surfaced as a problem. It is in this context that this study is conducted.

1.1 Statement of the Problem

This study attempted to find out the relationship of work performance and job satisfaction among the teachers of Division of Cotabato City. Specifically, the study sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of (a) age, (b) sex, (c) civil status, (d) highest educational attainment, and (e) length of service?
2. What is the work performance rating of teacher respondents based on the seven domains (a) diversity of learners; (b) curriculum content and pedagogy; (c) planning, assessing and reporting; (d) learning environment; (e) community linkages; (f) social regard for learning; and (g) personal, social growth and professional development? And
3. What is the job satisfaction rating of the teacher-respondents on the following job facets: (a) school policies; b) supervision; c) pay; d) interpersonal relations; e) opportunities for promotion and growth; f) working conditions; g) work itself; h) achievement; i) recognition; and j) responsibility?

1.2 Significance of the Study

This study is important because it assessed the present conditions of the teachers of Division of Cotabato City. The Department of Education (DepEd) may use the data as bases for policy-making and program planning for basic education schools which will promote work performance and job satisfaction of teachers and professional growth of administrators towards better education. The Division of Cotabato City will have an idea regarding the level of job satisfaction and work performance of their teachers. The weak and strong points of the schools teachers will be identified thus providing baseline data to be utilized in the management and operation of the school. The results may further help the school administrators to review existing motivational policies and practices with a hope that they can enhance work performance and job satisfaction among the teachers. This will be the basis to plan programs for teacher development that will lead to the teacher's professional growth. It will also help them identify specific demographic characteristics of the teachers which could influence work performance and job satisfaction of teachers. Finally, the researcher finds this study very important because it will awaken the teachers to conduct periodic self assessment to improve their teaching performance.

1.3 Scope and Limitation of the Study

This study is primarily concerned about the relationship of work performance rating of respondents in terms of: diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, learning environment, community linkages, social regard for learning, personal, social growth and professional development. It also include job satisfaction rating in terms of: school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, responsibility among teachers in Division of Cotabato City.

2. Methodology

2.1 Research Design

The study used the descriptive correlation design. The descriptive part presented the demographic characteristics of the teachers as well as their job satisfaction rating on the different job facets. The correlation was used to find out the relationship of teacher profile, and work performance to job satisfaction.

2.2 Respondents, and Sampling Procedures

The participants of the study were 200 elementary teachers from twelve selected public schools in the Division of Cotabato City. The respondents were full-time teachers with at least two-years teaching experience in the organization.

2.3 Locale of the Study

The study was conducted in the different public elementary schools of Cotabato City somewhere in Mindanao, Philippines. Schools were selected according to the number of enrollment ranging from one thousand enrollees to more.

2.4 Data Collection Instruments

The study made use of the survey questionnaire. There were two sets of questionnaires consisting of two parts. The first part is on the personal information of the respondents. The second part of the instrument is on the Job Satisfaction questionnaire, with its nine facets namely, school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility.

2.5 Data Collection Procedure

Prior to the conduct of the study, the researcher sought permission and endorsement from the Schools Superintendent of the Division of Cotabato City. After getting the superintendent's approval, the researcher sent a letter to the different school principals and heads of the target schools. The researcher personally visited and also asked help from the schools guidance counsellor of the 12 selected schools to administer the questionnaire from December 14, 2011- January 6, 2012. The questionnaires were distributed to the respondents and collected weeks after they have answered.

2.6 Statistical Treatment of Data

The researcher used descriptive statistics such as group frequency distribution, percentile, mean and standard deviation. The researcher also used Pearson Product Moment Correlation Coefficient r to determine the correlation between job satisfaction and work performance.

3. Presentation

3.1 Profile of the Respondents

The mean age of the respondents is 38.83. The findings show that 32.2 percent fall in the age bracket of 31-40 years old. There were 30.2 percent under the to age bracket of 41-50 years old. The data show that teachers in the Division of Cotabato City are generally in the middle ages.

Very few belong to the age bracket of 50 and above years old which is 10.1 percent of the total respondents. There were 20.6 percent teachers who are still young.

3.2 Profile Characteristics of Teachers

In terms of sex, there were 91 percent female and 6.5 percent males teachers. It appears that females dominate the teaching profession. As to civil status, there were 76.9 percent married teachers in the workplace, 19.6 percent were single, two percent are widow/widower, 0.5 percent separated. The educational attainment of the respondents were categorized into: BS Degree, BS with MA/MS units, MA/MS with Doctoral Units and PhD/EdD degree.

There were 53.8 percent who earned masters unit. There were 30.7 percent who were college graduate who had not enrolled in master degree program. There were 7 percent who graduated of master degree with doctoral units. There were 8.5 percent who did not specifically mention their highest educational attainment it can be surmised that a substantial portion of this number are mere bachelors degree holder. The mean length of service is 11.81 years. There were 16.1 percent teachers who remained and served in the organization for 6 to 10 years. There were 28.6 percent who served the organization 5 years. There were 13.1 percent teachers who had been serving the school for 20 years and above. Among the seven items of diversity of learners item 7, got the highest mean which is 3.33 that interpreted as proficient, which refer to: I showed fairness and consideration to all learners. This simply means that teachers of the Division of Cotabato City make appropriate adjustments for learners of different socio-economic backgrounds. They treated their learners equally regardless of learner's socio-economic status. While, item 4 of diversity of learners, got the lowest mean which is 3.10 interpreted as proficient, which refer to: I provide appropriate intervention activities for learners at risks.

It means teacher respondents initiate other learning approaches for learners whose needs have not been met by usual approaches.

In second domain or curriculum content and pedagogy, item 4 got the highest mean which is equal to 3.24 that interpreted as proficient, which refer to: I linked the current content with past and future lessons. The finding implies that teachers of Division of Cotabato City value the need to relate prior knowledge of learners with the present and future lessons and they understand and interrelationship of topics or content with the subject area they taught.

Among the 12 items of curriculum content and pedagogy, item 12 got the lowest mean which is 2.79 interpreted as proficient, which refer to: I used available ICT resources for planning and designing teaching-learning activities. This finding is not surprising because most of the public elementary schools in the Divisions of Cotabato City are lack of information and communication technology facilities especially computer.

In third domain or planning, assessing and reporting, the respondents had rated high, mostly in item 8 with a mean of 3.32 interpreted as proficient. This referred to: I kept accurate records of grades or performance level of learners. The finding shows that teachers of Division of Cotabato City have enough knowledge on the guidelines of grading system and maintain accurate and updated learners' records.

While, item 7 of domain three got the lowest mean which is 3.12 interpreted as proficient. This referred to: I provided timely and feedback to learners to encourage them to reflect on and monitor their own growth. This implies that these teachers need to know more the principles and importance of giving and receiving feedback on learner's progress.

In the fourth domain or learning environment, item 2 got the highest mean which equal to 3.36 interpreted as proficient. This referred to; I maintained a safe and orderly classroom free from distraction. This finding shows that teacher respondents know the principles of classroom management, room structuring, and safety measures.

In community linkages or domain five, item 6 got the highest mean which is 3.39 interpreted as proficient. This referred to: I informed learners, parents and other stakeholders regarding school policies and procedures. The finding shows that teachers in the Division of Cotabato City establishes strong community linkages and make involve the learner's parents in the programs, projects and trusts of the school.

Among the six items of fifth domain, item 3 got the lowest mean which is 3.01 interpreted as proficient. This referred to: I used community as a laboratory for teaching and learning. It means teacher respondents need enough knowledge on the use of community resources and strategies for experiential learning. In sixth domain or social regard for learning, item 1 got the highest mean which is 3.39, which refer to: I abided by and implemented schools policies and procedures. This finding implies that teacher respondents understand the school operations, their policies, rules, regulations and procedures that govern in the institution. Item 2 of domain sixth got the lowest mean of 3.24 interpreted as proficient. This referred to: I demonstrated punctuality in accomplishing tasks and attendance on all occasions. This finding shows that teachers in the Division of Cotabato City need to be more aware on the implementation of "time on task" in all their responsibilities.

The last domain of work performance appraisal is personal, social growth and professional development. The respondents had rated high, mostly in item 10 which is 3.42 interpreted as proficient. This referred to: I abided by the code of Ethics for professional teachers. This means teachers of Division of Cotabato City know the set of ethical and moral principles, standards and values embodied in the Code of Ethics for Professional Teachers. Among the ten items of domain seven, item 9 got the lowest mean which is 3.18 interpreted as proficient. This referred to: I accepted accountability for learner's outcomes. This finding shows that teacher respondents need to examine their accountability for the learners and their teaching profession. They re-examine their accountability toward learner's performance.

3.3 Work Performance Rating on Seven Domains of Respondents

The work performance rating of the teachers based on the Department of Education (DepEd) Performance Appraisal. It is divided into seven domains such as diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, learning environment, community linkages, social regard for learning, personal, social growth and professional development.

3.4 Work Performance Rating of Respondents

In domain 6 or social regard for learning, respondents got a highest mean score which is 3.31 that interpreted as proficient. This finding indicates that most number of teachers in the Division of Cotabato City must benefited from further training and professional development in regards to this competency. (NCBTS Toolkit). In domain 7 or personal, social growth and professional development the respondents got total mean of 3. 28 interpreted as proficient. It also important to builds professional links with colleagues to enrich teaching practice. The finding led Flores (2004) that academic preparation is very vital in any field of work. It is the source of all the knowledge that an individual need as he performs his or her daily endeavours. Labadia (2010) affirmed also that earning master's units or completing the degree connotes higher degree of professional competence and a higher chance for promotion. In domain 4 or learning environment, the respondents got a total mean of 3.27 that interpreted as proficient. This finding shows that these teachers possessed a high rating performance in this competency which they creates an environment that promotes fairness, who maintain the classroom environment safe and conducive to learning, communicates higher learning expectations to each learners, establishes and maintains consistent standards of learner's behavior and creates a healthy psychological climate for learning.

This finding affirmed by Peterson (1995) who stated that, school leaders need to help teachers create high-achieving learning environments for all students, where the most advanced curriculum and instruction techniques combine to support learning. In a high-achieving learning environment, teachers engage students in complex problem solving and exploring ideas and issues.

In domain 3 or planning, assessing and reporting, the respondents got a total mean of 3.19 that interpreted as proficient. The findings means, these teachers develop and utilize creative and appropriate instructional plan, use a variety of appropriate assessment strategies to monitor and evaluate learning and regularly monitor and provide feedback on learners' understanding of content. Students' learning outcomes is the goal of planning, assessing and reporting. The sequence of learning experiences that teachers provide should build on what students already know and should be designed to ensure that they progress through the Stages identified in the learning continuum. As students participate in a range of learning experiences, teachers make judgements about what students know, what they can do and what they understand.

The finding conform with the study of Eric (2000) which revealed that in order to accomplish the desired goals of learning, teachers first need to assess the performance of their students so that they know exactly where their students already know and what they don't. In domain 5 or community linkages, the respondents got total mean of 3.17 that interpreted as proficient. The findings indicated that the respondents established learning environment that responds to the aspirations of the community.

These findings support the observation of Govinda and Diwan, (1998), that most of the educationist all over the world seems to be argued that the community participation plays vital role in promoting education in terms of quality and quantity; and it is assumed that community participation and empowerment has the potential to make major contribution in educating people and enriching their quality of life. In domain 1 or diversity of learners, the respondents got a total mean of 3.16 that interpreted as proficient. This finding shows that majority of teachers of Division of Cotabato City set the objectives of the lessons within the experiences and capabilities of the learners. The finding conform with the study of Cebrian (2006) which revealed that diversity of learners is the domain that emphasizes the ideal, that teachers can facilitate the learning process even with diverse learners.

Among the seven domains of work performance, in domain 2 or curriculum content and pedagogy the respondents got the lowest mean which is 3.12 interpreted as proficient. This shows that teachers in the Division of Cotabato City have knowledge on the subject matter taught and strategies used. This conform also by Cebrian (2006) revealed that teacher's competency catered all elements of the teaching-learning process that work in convergence to help students understand the curricular goals and objectives, and to attain high standards of learning defined in the curriculum. These elements include the teacher's knowledge of subject matter and the learning process, teaching-learning approaches and activities, instructional materials and learning resources. The total mean of the seven domains of work performance is 3.2. This is interpreted as proficient. This implies that the work performance of the teachers of the Division of Cotabato City still has room for professional development or enhancement. Based on DepEd teacher performance index, the findings indicate that teacher performance often exceeds expectations but not consistent.

3.5 Item Rating of Job Satisfaction Facets

3.5.1 School Policies.

Data shows that among the five items of school policies, item 5 got the highest mean (3.57) interpreted as very satisfied. This referred to: Obey school policies. It means teacher respondents contented with the school policies that implement in their institutions.

While, item 1 got the lowest mean (3.27) interpreted as somewhat satisfied. This referred to: Has school policy manual. This implies that school that having a policy manual for teachers could increase job satisfaction among teachers.

3.5.2 Supervision

Among the ten items in supervision, item 3 got the highest mean (3.61) interpreted as very satisfied, which refer to: Trust principal. This implies that teachers in the Division of Cotabato City very satisfied with their schools principal in terms of trust and confidentiality. They are confident that their principals do their job at the best of their knowledge.

3.5.3 Pay

Data shows that among the facets pay have the lowest mean in all its items. This indicates that teacher respondents felt that their salaries cannot make it more at par with the present economic condition. Thus, salaries could make them more satisfied with their job. Looking closely, item 8 of pay have mean of 2.34 interpreted as somewhat dissatisfied. This referred to: Affords luxuries materials. This pointed out that teachers in the Division of Cotabato City are strongly disagree that their salaries could affords luxuries materials. Interpersonal Relations Among the seven items, item 5 got the highest mean (3.52) interpreted as very satisfied, which refer to: Participate and cooperate in school activities. While, item 1 got the lowest mean (3.12) interpreted as somewhat satisfied, which refer to: Know other colleague fairly well. This rating implied that teachers have room for socialization to be able to know each other to make each teacher satisfied with their job.

3.5.4 Opportunities for Promotion/Professional Growth

Among the nine items of this facet, item 5 got the highest mean (3.24) interpreted as somewhat satisfied. This referred to: Up to date to new trends or innovations. This finding implies that when teachers up to date with new trends and innovations, it contributed to their job satisfaction. Thus, these teachers are willing to adopt such new trends and innovations in education, in order to improve the existing education in the country. Item 8 of opportunities for promotion or professional growth, got the lowest mean (2.78) interpreted as somewhat satisfied. This referred to: Has sufficient reading materials and journals for teachers. This finding implies that sufficient reading materials and journals for teachers to be used in teaching process could contribute for high job satisfaction.

3.5.5 Working Conditions

Item 4 of working conditions got the highest mean (3.45) interpreted as somewhat satisfied, which refer to: Involved stake holders in school activities. This indicates that teacher respondents find satisfaction with their job when stake holders more involve in school activities. Item 3 of working conditions, got the lowest mean (3.13) interpreted as somewhat satisfied. This referred to: Provide adequate facilities. This implies that having adequate facilities for teachers to be use in teaching process is one way to increase job satisfaction.

3.5.6 Work Itself

Item 3 of work itself got the highest mean (3.52) interpreted as very satisfied. This referred to: Diligent towards work. This finding implies that teacher respondents very satisfied with their work. Item 1 of work itself, got the lowest mean (3.24) interpreted as somewhat satisfied, which refer to: Work with pride. This implies that working with pride is one way to satisfy the teachers with their job.

3.5.7 Achievement

Data shows that almost all items of achievement got the highest mean. This indicates that teachers find themselves satisfied with this facet.

3.5.8 Responsibility

Among the three items of responsibility facet, item 1 got the highest mean (3.52) interpreted as very satisfied, which refer to: Responsible enough to do the task. It implies that the more teachers responsible to their task, the more they are satisfied with their job Item of responsibility facet, got the lowest mean (3.36) interpreted as somewhat satisfied. This referred to: Gave sufficient freedom and authority. This implies that when teachers have enough freedom and authority on their job, they feel more satisfied with their job.

4. Findings of the Study

1. Most teachers belong to 31-40 age brackets. Majority of Division of Cotabato City teachers are females. As to the highest educational attainment, many of the teachers earned a college degree and further master's unit. Sixty-four percent of the teachers had 11 to 15 years of service. Many of them are married.
2. Work performance of the teachers on the seven domains is rated proficient.
3. Majority of the teachers are somewhat satisfied on the following facets: school policies, supervision, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility.

5. Conclusions

Based on the findings of the study, it is concluded that the teachers of Division of Cotabato City displays a high level of performance related skills, abilities, initiatives and productivity, exceeding requirements in many of the area of work performance. The teachers of Division of Cotabato City were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that a teacher's satisfied with their job is also a productive one. Furthermore, if the teachers contented with their job, they will develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners.

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