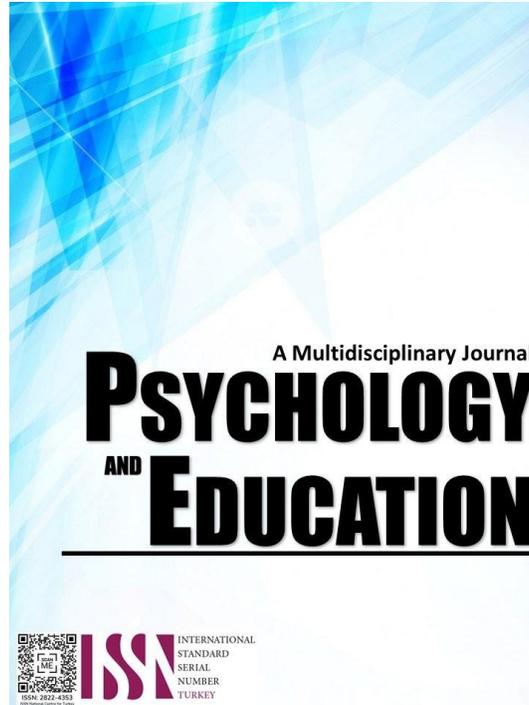


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Teachers' Attitude Towards Their Job and Their Work Performance

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Abstract

This study was conducted among the teachers of District I, Malaybalay City Division. A total of 160 respondents were included in the study. This study tried to identify teachers' attitudes towards their teaching profession, teachers' performance in the school year 2021-2023, a significant relationship between the teachers' attitude towards their job and their work performance, a significant relationship between the work designations of teachers and their attitude towards work, and a significant relationship between the work designations of teachers and their work performance. It employed a descriptive-correlational survey design, utilizing a researcher-created questionnaire as a tool for gathering data. The analysis further involved frequency counts, percentages, and means, while Pearson's r product-moment correlation was used to determine the correlation between variables. It was found that respondents are mostly 30 years old or older, predominantly female, and have 30 years or less of teaching experience. They demonstrated a Very Satisfactory teaching performance for two consecutive years, from 2021 to 2023. Only a few received a designation of 4 and below, while almost all received a designation of 5 and above, which is a considerable number of designations assigned to a teacher. More than half of the respondents regularly attend seminars to engage in professional development activities, enhancing their teaching skills and knowledge. This study also found that the IPCRF rating of the teachers for the school year 2021-2023 is Very Satisfactory. Additionally, it was found that the teachers' performance is unaffected by the various criteria or the overall level of demonstrated work attitude. Furthermore, work designations have a direct bearing and impact on teachers' attitudes towards their work. Finally, there is no significant relationship between the work designations of teachers and their work performance.

Keywords: *teachers' attitude, teachers' job and work performance, IPCRF*

Introduction

Teachers are the cornerstone of the learning process in education, fostering and guiding the brains of future generations. The way they approach their profession and their overall attitude can significantly impact both their work performance and their students' educational experiences. This study aims to investigate the subtle interplay between teachers' attitudes toward their jobs and their consequences for work performance. It aimed to shed light on the many factors that influence how educators see their roles, responsibilities, and the educational environment in which they work.

Certain dominant behaviors are expected of teachers in the teaching profession, with an emphasis on service rather than personal gain. The success of the teaching-learning process is heavily dependent on the teacher's attitude. Teachers who demonstrate values such as kindness, concern, and a willingness to sacrifice for their students might help their students develop their personalities. A healthy learning atmosphere is created when teachers show genuine interest in their students, stimulate innovation, and recognize and respect their uniqueness.

Individualize instructions and treat all students equally, avoiding negative communication that could undermine students' motivation and involvement. Teachers who show compassion and generosity in the classroom, share responsibilities with colleagues, and promote innovation are more likely to be respected and successful in their positions.

In the critical philosophy of education, educators must adopt a teaching approach that encourages students to reflect and conduct their work in a liberating and egalitarian manner, rather than merely imparting knowledge, and engage them in conversation (Cevizci, 2017). Regardless of their disparate viewpoints and objectives, the teacher's responsibility to the pupils is essential to every instructional strategy.

A teacher's attitude toward their career reflects their personality. Those with a positive attitude are motivated to give their best and achieve their objectives, whereas those with a negative attitude may become discouraged and unsatisfied with their work. A desirable attitude in a teacher can contribute to better job adjustment and beneficial outcomes in the teaching-learning process. Teachers' attitudes have a significant impact on their students' learning experiences and outcomes.

According to Obineli (2013), job performance can be defined as "an act of accomplishing or executing a given task." It might also be defined as the capacity to expertly mix the appropriate behavior to achieve corporate goals and objectives. The performance of teachers has a significant impact on the success or failure of educational activities. Basilius (2014) defined teacher job performance as "the duties performed by a teacher at a specific time in the school system to achieve organizational goals." Basilius further emphasized that teachers' work effectiveness might be defined as "their ability to combine relevant inputs for the enhancement of teaching and learning processes." Some significant inputs include instructing each student according to their capacity and employing various teaching approaches.

Global educational systems have undergone quick changes and reforms, which have affected the work of instructors (Jais & Mohammed, 2016).

The primary factors influencing an employee's job satisfaction and dedication, compared to teachers, are external and inherent elements that affect their performance at work, as discussed in the Agho et al. (2013) paper titled Factors Affecting Worker Job Satisfaction. Similarly, Juneja (2018) also listed both favorable and unfavorable elements that could impact workers' job happiness. Additionally, she stated that managers and executives in a business or even a school must focus on the negative aspects in order to maintain workers' contentment with their jobs. For their staff to continuously feel content with their current position, leaders and administrators have an essential responsibility to constantly be concerned with "identifying the ways to increase morale, productivity, and gain a competitive advantage" (Kapur, 2018).

In addition to gaining a deeper understanding of the connection between teachers' job attitudes and work performance, our goal in unraveling these intricacies is to find methods and insights that help raise the quality of instruction in our classrooms. This study aims to contribute to the ongoing discussion about the significant role teachers play in the educational system and how their attitudes can be leveraged to promote better learning outcomes and a richer educational experience for all students. As a result, this paper aims to conduct a qualitative study using a theoretical theme analysis technique to identify the elements that influence teacher performance, thereby providing a theoretical framework. The research will examine teacher performance over the past three years, from 2021 to 2023.

Research Questions

The study aimed to assess teachers' job attitudes and work performance as perceived by those in District I, Malaybalay City Division. Specifically, this study sought to answer the following questions:

1. What is the teachers' Attitude Towards their Teaching Profession?
2. What is teachers' performance in school year 2021-2023?
3. Is there any significant relationship between the teachers' attitude towards their job and their work performance?
4. Is there a significant relationship between the work designations of teachers and their attitude toward work?
5. Is there a significant relationship between the work designations of teachers and their work performance?

Literature Review

This section discusses relevant research and literature that relate to the factors identified in the study. The review may either support or refute the investigation's conclusions. The variety of materials mentioned, both locally and internationally, contributes to the study's high reputation.

Teachers' Attitude

Abhiram S. (2014) has underlined the impact of employee attitudes on organizational decision-making. It goes on to list the impact of several internal organizational factors on the formation of attitudes. Ismail I. et al. (2013) explain instructors' perceptions of the relationship between teaching attitude and performance. Dave N. & Raval D. (2015) have summarized the work related to the concept of teacher job satisfaction and the elements on which it relies. (Hettiararchchi H.A.H. and Jayarathna S.M.D.Y. 2014) have published.

Teachers' weak knowledge and abilities significantly and negatively impact children's academic performance, as well as harsh and demeaning behavior and other factors, according to Broeckelman Post et al. (2015). As a result of their varied upbringings, social connections, and cultural backgrounds, people can express their emotions in many ways (De Leersnyder, Boiger, & Mesquita, 2015; Mesquita, De Leersnyder, & Boiger, 2015).

Passion, devotion, and commitment are required in the teaching profession to meet the objectives of educators, which "contribute significantly to the advancement of education by strengthening the capacities of the learners" (Mart, 2013). Additionally, he mentioned that instructors' work performance and devotion are closely linked. A dedicated teacher makes a significant impact on the students' and the school's futures. In the same way, they contribute to the school's and the kids' educational successes.

As Sezer (2018) emphasizes, instructors' actions and attitudes have a lasting impact on their students. Furthermore, even though instructors' actions may seem unremarkable or typical, for some pupils, they can be truly remarkable and hold more profound significance than initially anticipated. As demonstrated, emotions have a profound impact on a person's life, necessitating the development of stronger emotional intelligence (EI) to achieve a prosperous existence. The 21st century has been particularly emphasized as a time of stress for everyone, but this is especially true for teachers (Gorsy et al., 2015).

According to Naqvi et al. (2016), a significant correlation exists between performance and emotional intelligence. Instructors are professionals, and pre-service workshops and training have equipped them with the knowledge to instruct effectively. However, with the progress of science and technology, they are in dire need of acquiring proficiency with contemporary tools to improve their instructional techniques. The national curriculum should be made more flexible, and initiatives to foster innovation should be developed. Enhancing teacher preparation and creating resources, such as online communities, can also help foster educators'

inventiveness and provide educational resources and informational websites (So et al., 2017).

Teachers' attitude is demonstrated by how they connect with students, develop them, and have a beneficial effect on them. Positive correlations have been shown between ethical behavior and professional skills (Kusumaningrum et al., 2019). Teachers can prioritize professional development and provide students with the guidance they need to practice their professions correctly, especially when they feel responsible for upholding ethical standards.

According to Erdoğan (2013), teachers' attitudes and behaviors rank second in importance when it comes to influencing a student's academic success. Broeckelman Post et al. (2015) state that insufficient knowledge and abilities of teachers, in addition to disrespectful and combative conduct, have a significant detrimental effect on pupils' academic performance execution. Researchers Sürücü and Ünal (2018) found that teachers' professional curiosity, impartial attitudes, lesson planning, enthusiasm, content mastery, and consistent actions were associated with increased motivation. In contrast, aggression, ignorance, and other factors were linked to reduced motivation, unruly classroom behavior, speech impairments, student discrimination, and decreased excitement at the workplace.

The openness to learning and self-development in their area of expertise, respect for children, parents, and other instructors, and adherence to regulations are qualities of teachers who strive to be ethical practitioners (Karataş et al., 2019; Molla & Nolan, 2020). Ethics and the teaching profession are inextricably linked. Expertise and moral character are closely related in the teaching profession (Daniel & Sapo, 2020). Therefore, the ethical role of instructors is crucial to the growth and advancement of students.

Furthermore, Sürücü and Ünal (2018) found that professional interest, fair attitudes, lesson preparation, enthusiasm, content dominance, and consistent behaviors among teachers increased student motivation, while factors such as violence, lack of knowledge, uncontrolled classroom management, speech disorders, student discrimination, and professional excitement decreased student motivation. Lee C.C. In their research article, Chen (2013) highlights the effect of job attitude and staff commitment on service quality in the tourism industry.

Teachers' attitude is the psychological tendency of teachers toward students, the teaching process, and the learning process. People exhibit a specific feeling that is suited for a particular profession (Zaretsky & Katz, 2018). This implies that every profession has its emotional tendencies and impacts on both employees and clients. For instance, emotions need to be controlled adequately to preserve good relationships with coworkers and students in the school setting, where social conduct norms are in place.

In addition, one of the most pressing concerns of parents, communities, and students today is the quality of education, with the instructor playing a critical role in deciding the style of instruction. The positive attitude of instructors toward their work defines the bounds of teaching and learning. Thus, teachers' emotions and interests influence their performance.

Moreover, Teachers with a cheerful attitude contribute competently to the process of child education. The teacher's personality serves as a role model for students. Effective teachers are open about their emotions with their students. A trusting relationship is formed between teachers and students in this manner (Brown and Richard. When teachers take ownership of the profession of teaching, it has a direct and positive impact on students' learning. As a result, they care, are compassionate, accept differences, and share responsibility.

Teachers Job and Work Performance

Work performance may be a sophisticated construct that considers the changing nature of labor and, consequently, the organizations themselves. It refers to work performance in terms of the quantity and quality of work anticipated by each employee. According to Labadia, Thorndike pioneered the concept of defining work performance by articulating the final word criterion. He goes on to say that the ultimate foundation is conceptual and cannot be measured. Furthermore, Kessler characterized the components of evaluating work performance by contrasting subjective and objective evaluation techniques. Subjective approaches are referred to by "soft" criteria such as peer, personal, or supervisory judgments. It is well acknowledged that teachers with a positive work attitude are more productive and valuable to the school.

According to Baluyos et al. (2019), for the school organization to be committed and productive overall, job satisfaction is crucial. The teachers' devotion to the organization was greatly influenced by how much they enjoyed their jobs. Teachers who are satisfied with their jobs are more likely to remain committed to the company. The more engaged and committed the employees are to the organization, the more delighted they are with their work. The success of the school as a whole is influenced by the instructors' overall job performance and their level of happiness or satisfaction with the organization. Life contentment benefited from job satisfaction.

In addition, workers have a higher level of job satisfaction, according to Bakotic and Babic (2013), individuals who operate in typical working conditions are more satisfied than those who operate in challenging working circumstances. The individuals who have responded are among the most highly skilled individuals in the world. Depending on the subject and the day in the life of the teacher, the grade at which they instruct. From elementary school to high school, special education to statistics, a common element throughout the career of any outstanding teacher.

When appointed to a new school or classroom, they must communicate with their new colleagues and adapt to the priorities of their new school and its administration—this is an adaptive performance approach to teacher job performance, as noted by Bhat and Beri (2016). According to Collie and Martin (2016), one of the distinguishing features of the teaching profession is that it requires a constant

adaptation to daily innovations, change, and uncertainty. Teachers must apply various resources to respond to students' needs during instruction. They also have to manage their emotions and adapt to unexpected situations in the classroom. Effective collaboration with other stakeholders is essential for teachers in the event of changes in curriculum and regulations.

Teachers' efficacy and efficiency at work serve as good indicators of their work attitude. However, Ul-Hassan (2016) emphasized that job happiness is a factor worth considering when evaluating emotional intelligence.

The impact of the family environment on teachers' performance is another important consideration and additional aspect of emotional intelligence in the field (Lonto et al., 2018). To substantiate this, Shafiq and Rana (2016) concluded that teachers' home environments significantly predict the organizational commitment of instructors, based on emotional quotient and teacher efficacy.

Additionally, according to Nganzi (2013), job satisfaction among teachers is a natural occurrence in educational settings. If teachers are to perform a high-quality job in schools, they need to be inspired and supported in their careers. Even the most dedicated worker may experience a decline in job satisfaction due to excessive workload and impossible-to-meet deadlines. Lagging behind deadlines can cause tension between staff members and managers, as well as increase workplace stress. This climate is often caused by inefficient management and poor planning. Because managers do not allocate sufficient time for workers to complete their responsibilities properly or because staff levels are insufficient, the workplace is in crisis mode.

In addition, extrinsic motivation, integrative motivation, and demotivation had a strong negative link with the desire to continue with a job, whereas intrinsic motivation had a significant positive correlation with willingness to stay with a job. The findings of the synchronous multivariate regression analysis showed that, among female elementary school teachers, six aspects of self-determined job motives had numerous significant associations with job satisfaction and willingness to stay in a job.

According to Hodges' (2017) Gallup study, rewarding teachers is a simple win for any town in these days of budget crises and school board politics. It does not demand a significant time or financial commitment. The study also demonstrates that for acknowledgment to be successful, two key factors must occur. It needs to be regular and customized. Those in charge should create a setting that is "rich in recognition," with compliments flooding in from all sides.

Turhan, Sener, and Gündüzalp (2017) examined issues related to school improvement, school effectiveness, and efficient schools in Turkey, stating that more research is needed because existing studies have been insufficient. Examining the factors that influence school performance, as well as the understanding of school administrators and teachers on how to develop schools, it is crucial to inform decision-makers at the systemic level. From this vantage point, the goal of the research is to ascertain whether their performance predicts teacher effectiveness. In other words, the purpose of this study was to forecast the importance of school teacher performance.

Moreover, improved teaching effectiveness depends on the teacher's satisfaction. The findings indicated that exceptional teachers had poor satisfaction with their "personal growth" and "supervision" levels. It investigated how high school instructors in Korea interacted structurally with innovative school atmosphere, information sharing, work engagement, and knowledge development activities. The findings showed that teachers' information sharing and work engagement are positively influenced by a creative school climate, which also impacts the end variable: teachers' knowledge production practices.

Additionally, the teaching effectiveness of teachers differed between those who worked in the same school and those who worked in separate schools. Promotion and professional growth were based solely on the results of the students' tests, without considering the heavier teaching loads they were carrying. To raise the caliber of instruction, it is also necessary to consider the autonomy and effectiveness of teachers. Workload did not affect how well school teachers performed at their jobs, but independence and work-life balance were strongly correlated with it.

Furthermore, teachers in public schools are expected to be the best; they are the primary forces behind this educational revolution. Among the harvest, as a result of passing the Licensure Examination for Teachers [LET] and qualifying in the Elementary and Secondary School Teachers' Division Ranking, a portion, if not the majority, have pursued Postgraduate Education and possess greater teaching experience. Still, these credentials all disappeared when a public school teacher was assigned to deal with unusual issues that affected his/her disposition and emotional quotient. As stated by Navas and Vijayakumar (2018). The most performing employees are those with emotional intelligence and a fulfilling job.

Methodology

Research Design

The study employed a quantitative design, utilizing a self-administered questionnaire as the sole research tool. To collect data on relevant variables, surveys require the distribution of questionnaires (McMillan & Schumacher, 1993). The researcher can then generalize the research findings to a representative group and reach as many respondents as possible (Gall et al., 2003).

Quantitative research is often considered more impartial because the findings of quantitative studies can be applied to other populations (Creswell, 2003). This is because quantitative designs, which are frequently motivated by prediction, aim to maximize objectivity, replicability, and generalizability of findings. When using research methods such as surveys and experiments to gather data on pre-

selected instruments that provide statistical information, researchers employ a quantitative design. Quantitative research is also suitable for examining specific variables and cause-and-effect correlations when researchers want to employ precise measures (Creswell, 2003).

Respondents

The respondents in the study were the teachers of District I, Malaybalay City Division, during the 2023-2024 school year, comprising 160 teacher-participants. There are five elementary schools: Damitan Elementary School, New Ilocos Elementary School, Dalwangan Elementary School, Patpat Elementary School, and Kalasungay Central School, which has 101 teachers. Additionally, there is one integrated school, Capitan Angel, with 17 teachers. There are also two high schools: Dalwangan National High School and Kalasungay National High School, both of which have 42 teachers.

The study used a complete enumeration. The respondents received invitations to participate in the study before the data collection. The invitation also provides an overview of the study's goals and the approximate time desired to finish the survey.

Instrument

The study instrument was adapted from Priscilla Gathoni Wanderi's (2015) research, which consisted of a survey comprising two significant components. Teachers' attitudes regarding inclusive education were assessed in one area, while their affective commitment to it was assessed in the other. The School and the Education of All Students (SEAS) scale, developed by Pearman, Huang, and Mellblom (1997), was used in this study to gauge teachers' attitudes toward inclusive education. The SEAS was created in Colorado (USA) for a study examining teachers' attitudes toward inclusive education in a medium-sized school system there. The scale was determined to be appropriate for use in Kenya and, in particular, in this study, as it has been proven effective in gauging teachers' attitudes toward inclusive education.

The attitude survey consisted of 13 questions. The responses ranged from 1 to 5, with 1 representing "strongly disagree," 2 "disagree," 3 "undecided," 4 "agree, and 5 "strongly agree." Additionally, their final IPCRF ratings will be evaluated.

The scale was determined to be appropriate for use in the District I, Malaybalay City Division, setting, and specifically for this study, as it was found to be effective in evaluating teachers' attitudes towards their jobs and work performance.

Procedure

Upon the approval of the Schools Division Superintendent in the Division of Malaybalay City for endorsement of the conduct of this study. The researcher drafts a letter to the Public Schools District Supervisor in District I of the Malaybalay City Division, asking for permission to distribute the questionnaire. Among other things, this letter contains information about the study's objectives and instances of interaction between the researcher and respondents.

The researcher distributed the questionnaires to the teacher respondents after receiving approval to conduct the study. The distribution takes place at the end of February 2024. The researcher described the study's objectives and the proper completion of the questionnaire during the delivery process. To guarantee that the participants understand, this questionnaire includes detailed instructions and directions. One week after the distribution, the researcher collects the survey.

Data Analysis

The researcher used the following statistical tools to interpret and analyze the data.

Mean was used to resolve issues one and two. The most frequent way to express the mathematical average of all the terms in a statistical distribution with a discrete random variable is as "mean." Divide the result by the total number of terms after adding up all the term values.

On the other hand, this study used Pearson's r to identify the significant link between the variables. The most popular method for determining a linear correlation is the Pearson correlation coefficient (r). The intensity and direction of the link between two variables are expressed as a number between -1 and 1.

Results and Discussion

This section covers the presentation, analysis, and interpretation of the teachers' attitudes towards their job and their work performance as perceived by teachers in District I, Malaybalay City Division.

Table 1 shows teachers' attitudes towards their teaching profession with an indicator of teachers' attitude towards job and work performance is the best way to meet the needs of all students, teachers' attitudes toward job and work performance cause more problems than they solve, teachers' attitude toward job and work performance in the classroom enriches learning, the leadership of the head teacher is necessary for teachers' attitude toward job and work performance, head teachers enable regular and special education staff to communicate with each other, teachers' attitude toward job and work performance would work well in your school, Teachers' attitude creates too much additional work for teachers, I currently need the training to improve my work performance in school, school staff members are adequately prepared for teachers' attitude towards their job and their work performance, and my colleagues support each



job and work performance of individuals with special needs.

Table 1. *Teachers' Attitude towards their Teaching Profession*

| <i>Indicators</i> | <i>Mean</i> | <i>SD</i> | <i>QD</i> |
|--|-------------|-------------|-----------|
| 1. Teachers' attitude toward job and work performance is the best way to meet the needs of all students | 4.79 | 0.46 | SA |
| 2. Teachers' attitude toward job and work performance causes more problems than it solves | 3.37 | 1.51 | A |
| 3. Teachers' attitude toward job and work performance in the classroom enriches learning | 4.55 | 0.68 | SA |
| 4. Leadership of the head teacher is necessary for teachers' attitude toward job and work performance | 4.68 | 0.50 | SA |
| 5. Headteachers enable regular and special education staff to communicate with each other | 4.50 | 0.74 | SA |
| 6. Teachers' attitudes towards job and work performance would work well in your school | 4.60 | 0.56 | SA |
| 7. Teachers' attitudes toward the job and work performance of students with special needs are detrimental to the education of other students | 4.22 | 0.98 | SA |
| 8. Teachers' attitudes create too much additional work for teachers | 3.42 | 1.23 | A |
| 9. Teachers' attitude toward the job and work performance depends solely on the staff/teacher itself | 3.99 | 1.07 | A |
| 10. Teachers' attitude towards students with special needs in regular classrooms creates tension in their schools | 3.78 | 1.08 | A |
| 11. I currently need training to improve my work performance in school. | 4.23 | 0.86 | SA |
| 12. School staff members are adequately prepared for Teachers' attitude towards their job and their work performance | 4.28 | 0.71 | SA |
| 13. My colleagues support each job and work performance of individuals with special needs | 4.16 | 0.76 | A |
| Overall Mean | 4.20 | 0.44 | A |

Legend: 5 (4.21–5.00 = Strongly Agree/SA); 4 (3.41–4.20 = Agree/A); 3 (2.61–3.40 = Neither Agree nor Disagree/NAD); 2 (1.81–2.60 = Disagree/D); 1 (1.00–1.80 = Strongly Disagree/SDA)

Table 1 shows the teachers' attitudes towards their teaching profession. With a mean score of 4.79 and a standard deviation of 0.46, the statement "Teachers' attitude toward job and work performance is the best way to meet the needs of all students" was translated as Strongly Agree (SD) by the table's data.

It suggests that the way teachers approached their jobs and performed exceptionally influenced whether they satisfied each student's needs. Thus, it was established that teachers' attitudes are reflected in how they relate to, nurture, and benefit their pupils (Kusumaningrum et al., 2019). It has been demonstrated that professional competence and ethical behavior are positively correlated. Additionally, it demonstrates that the head teacher's leadership is a necessary determinant of how instructors feel about their jobs, and work performance was rated as Strongly Agree (SD), with the second-highest mean of 4.46 and a standard deviation of 0.50. It implies that the school head's leadership is essential, particularly when it comes to managing their organization.

In line with Baluyos et al. (2019), Work satisfaction is essential for the school organization to be dedicated and productive as a whole. The extent to which teachers loved what they did had a significant impact on their commitment to the organization. The employers' level of satisfaction with their work increases as their engagement and commitment to the organization grow. The general effectiveness of the instructors' work and their level of satisfaction with the institution have a significant impact on the school's overall success. Job satisfaction contributed to life satisfaction.

Table 2. *Teachers Performance (IPCRF)*

| <i>Scale</i> | <i>Range</i> | <i>Adjectival Rating</i> | <i>Frequency</i> | <i>Percent</i> |
|--------------|--------------|--------------------------|------------------|----------------|
| 5 | 4.500-5.000 | Outstanding | 76 | 47.50 |
| 4 | 3.500-4.499 | Very Satisfactory | 84 | 52.50 |
| 3 | 2.500-3.499 | Satisfactory | 0 | 0 |
| 2 | 1.500-2.499 | Unsatisfactory | 0 | 0 |
| 1 | below 1.499 | Poor | 0 | 0 |

Table 2 shows the performance of the teachers. The frequency of eighty-four (84) or 52.50% in the table indicates that most respondents received a Very Satisfactory Rating in the School Year 2021-2023. Only forty-six (76) out of them, or 47.50%, are Outstanding. Performance indicates a degree of exceptional accomplishment and dedication to time, quality, technical abilities, expertise, resourcefulness, originality, and initiative, according to the description of the Outstanding Rating.

The outcome also supports the findings of research by Kristine Jane C. Hermogeno¹ and Cristeta C. Dulos², titled "Work Attitude and Performance of Elementary School Teachers in the City Division of San Carlos," which found that 75% of teachers received a "very satisfactory" performance rating. This implies that teachers worked very hard to pass the teacher assessment. IPCRF is also a helpful tool for evaluating teachers' performance. This demonstrates that teachers are doing satisfactorily based on their Means of Verification

(MOVs).

It implies that teachers take more time and make a greater effort to genuinely adhere to this, ensuring the assignment is presented consistently with the rating. In light of this, the ultimate goal of every school is to provide excellent instruction from qualified teachers to aid in education. Teachers can use this IPCRF to reflect on their practices and make necessary adjustments to their teaching strategies.

Table 3 shows the relationship between the teachers' attitude towards their job and their work performance with an indicator of teachers' attitude toward job and work performance is the best way to meet the needs of all students, teachers' attitude toward job and work performance causes more problems than it solves, teachers' attitude toward job and work performance in the classroom enriches learning, leadership of the head teacher is necessary for teachers' attitude toward job and work performance, head teachers enable regular and special education staff to communicate with each other, teachers' attitude toward job and work performance would work well in your school, Teachers' attitude creates too much additional work for teachers, I currently need training to improve my work performance in school, school staff members are adequately prepared for teachers' attitude towards their job and their work performance, and my colleagues support each job and work performance of individuals with special needs.

Table 3. *Relationship between the Teachers' Attitude towards their Job and their Work Performance*

| <i>Indicators</i> | <i>r-value</i> | <i>p</i> | <i>Remarks</i> |
|--|----------------|----------|-----------------|
| 1. Teachers' attitude toward job and work performance is the best way to meet the needs of all students | -.037 | .646 | Not Significant |
| 2. Teachers' attitude toward job and work performance causes more problems than it solves | -.015 | .853 | Not Significant |
| 3. Teachers' attitude toward job and work performance in the classroom enriches learning | .038 | .630 | Not Significant |
| 4. Leadership of the head teacher is necessary for teachers' attitude toward job and work performance | .133 | .094 | Not Significant |
| 5. Head teachers enable regular and special education staff to communicate with each other | .069 | .384 | Not Significant |
| 6. Teachers' attitude toward job and work performance would work well in your school | .059 | .460 | Not Significant |
| 7. Teachers' attitude toward job and work performance of students with special needs is detrimental to the education of other students | -.025 | .756 | Not Significant |
| 8. Teachers' attitude creates too much additional work for teachers | .138 | .083 | Not Significant |
| 9. Teachers' attitude toward job and work performance depends solely on staff/teacher itself | -.043 | .586 | Not Significant |
| 10. Teachers' attitude to students with special needs into regular classrooms creates tension in their schools | -.085 | .284 | Not Significant |
| 11. I currently need training to improve my work performance in school | -.211** | .008 | Significant |
| 12. School staff members are adequately prepared for teachers' attitude towards their job and their work performance | .007 | .927 | Not Significant |
| 13. My colleagues support each job and work performance of individuals with special needs | .133 | .094 | Not Significant |
| Overall | .018 | .822 | Not Significant |

Table 3 shows the relationship between the teachers' attitudes toward their job and their work performance. The statement "I currently need training to improve my work performance in school" ($r = -.211$, $p \leq 0.05$) in the table indicates a significant relationship between teachers' attitudes, job satisfaction, and work performance. This suggests that the majority of teachers require more training to enhance their job performance.

The correlation coefficient ($r = .018$; $p \leq 0.01$) between the total quantity of demonstrated work attitude and the other indicators indicates that the association is not significant. This means that the aggregate indicators showed no discernible correlation between work performance and the teachers' attitudes toward their jobs. The result demonstrates that neither the overall degree of displayed work attitude nor the different criteria has an impact on the teachers' performance.

This implies that each line of work has unique emotional inclinations and effects on both clients and staff. For example, in a school setting, when social conduct norms are in place, it is essential to maintain excellent connections with students and coworkers by managing emotions appropriately. Teachers' attitudes refer to the psychological inclination of teachers toward students, the teaching process, and related instruction (Zaretsky & Katz, 2018).

Ibao (2017) clarified as to why "training and seminars build academic staff, improve their communication and teaching abilities, and their style of instruction. Teachers who receive professional development are, in fact, more driven and content with their jobs. "We empower our employees by giving them chances to grow both personally and professionally, consistently looking for methods to improve their welfare and financial management, and making sure that their working conditions progressively get better by examining and streamlining procedures and systems to help educators develop into the kind of role models our students need and that they are destined to be.

Furthermore, the null hypothesis, which states that "There is no significant relationship between teachers' attitude towards their job and



their work performance," was accepted.

Table 4 presents the relationship between teachers' work designations and their attitudes toward work. The following indicators apply to teachers' attitudes toward their jobs and work performance: teachers' attitudes toward jobs and work performance are the best way to meet the needs of all students; teachers' attitudes toward jobs and work performance cause more problems than they solve; teachers' attitudes toward jobs and work performance in the classroom enrich learning; teachers' attitudes toward jobs and work performance are dependent on head teachers' leadership; teachers' attitudes toward jobs and work performance would function well in your school; Teachers' attitudes generate an excessive amount of extra work for them; I currently require training to enhance my performance at work; school personnel is suitably prepared for teachers' attitudes toward their jobs and their work output; and my colleagues are supportive of each job and the work output of individuals with special needs.

Table 4. *The relationship between the work designations of teachers and their attitude toward work*

| Indicators | r-value | p | Remarks |
|--|---------|------|-----------------|
| 1. Teachers' attitude toward job and work performance is the best way to meet the needs of all students | .058 | .464 | Not Significant |
| 2. Teachers' attitude toward job and work performance causes more problems than it solves | .002 | .979 | Not Significant |
| 3. Teachers' attitude toward job and work performance in the classroom enriches learning | -.120 | .132 | Not Significant |
| 4. Leadership of the head teacher is necessary for teachers' attitude toward job and work performance | -.093 | .240 | Not Significant |
| 5. Headteachers enable regular and special education staff to communicate with each other | .248** | .002 | Significant |
| 6. Teachers' attitudes toward job and work performance would work well in your school | .085 | .286 | Not Significant |
| 7. Teachers' attitudes toward the job and work performance of students with special needs are detrimental to the education of other students | .109 | .170 | Not Significant |
| 8. Teachers' attitude creates too much additional work for teachers | .016 | .838 | Not Significant |
| 9. Teachers' attitude toward job and work performance depends solely on staff/teacher itself | .194* | .014 | Significant |
| 10. Teachers' attitude to students with special needs into regular classrooms creates tension in their schools | .170* | .032 | Significant |
| 11. I currently need training to improve my work performance in school | .036 | .654 | Not Significant |
| 12. School staff members are adequately prepared for teachers' attitude towards their job and their work performance | .284** | .000 | Significant |
| 13. My colleagues support each job and work performance of individuals with special needs | .040 | .618 | Not Significant |
| Overall | .161* | .042 | Significant |

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 4 illustrates the relationship between teachers' work designations and their attitudes toward work. The table showed that four statements were deemed significant: teachers' attitude toward their work and their performance received the highest ranking of all four ($r = .284c, p \leq 0.01$); head teachers facilitate communication between regular and special education staff ($r = .248, p \leq 0.01$); teachers' attitude toward their work and performance depends only on staff/teacher itself ($r = .194, p \leq 0.05$); and teachers' attitude toward students with special needs in regular classrooms cause tension in their schools ($r = .170 c, p \leq 0.05$). As seen in the chart, which ranks the eight with the highest rankings, instructors' attitudes about their jobs and their work performance in the classroom enhance learning. The association was not significant, according to an interpretation of $r = 0.120, p = 0.132 < 0.05$.

Overall, the data are evaluated as statistically significant ($r = 0.161, p < 0.05$). This suggests that teachers' job titles and attitudes toward work indicate that head teachers encourage communication between regular and special education teachers; that teachers' attitudes toward their jobs and performance are entirely dependent on staff members; that teachers' attitudes toward students with special needs in regular classrooms cause conflict in their schools; and that teachers are suitably prepared for their jobs and their work performance.

It implies that work performance could be a complex construct, considering how work is changing and how organizations are evolving as a result. It refers to an employee's work performance in terms of the volume and quality of work that is expected of them. Labadie claims that by developing the last-word criterion, Thorndike invented the idea of defining work performance.

Furthermore, the null hypothesis, which states that there is no significant relationship between the work designations of teachers and their attitude toward work, is rejected. This is because the overall indicators in work designations have a direct bearing and impact on teachers' attitudes toward their work.

Table 5 illustrates the relationship between teachers' work designations and their work performance.

Table 5. *Relationship between the work designations of teachers and their work performance (n = 160)*

| Indicators | r-value | p | Remarks |
|---|---------|------|-----------------|
| Test of the relationship between the work designations of teachers and their work performance | -.050 | .526 | Not Significant |

Table 5 illustrates the relationship between teachers' work designations and their work performance. Based on the table, it was determined that there was no significant correlation ($r = -.050$, $p = .526$) between the work designations of teachers and their performance. It implies that teachers' work designation in District I, Malaybalay City Division, should not affect their output; instead, a positive attitude at work can make them more effective and beneficial to the school.

A teacher needs to be able to evaluate themselves, take ownership of their actions, and determine what needs to be done to change. Consequently, it may also help address teacher education and training concerns, as teachers' emotional intelligence can influence their job satisfaction (Khoshnoodfar & Pahlavan, 2018).

According to Nganzi (2013), instructors' job satisfaction is a regular occurrence in learning environments. Teachers must be encouraged and supported in their careers if they are to do a high-quality job in the classroom. The students' test scores were the only factor considered for promotion and professional development; the greater teaching loads they were juggling were not taken into consideration. The effectiveness and autonomy of teachers must also be considered to improve the standard of instruction. The performance of school teachers was found to be unaffected by their workload, although a considerable correlation was observed between their work-life balance and independence.

It is therefore concluded that the decision to reject the null hypothesis, which states that there is no significant relationship between work designations of teachers and their attitude toward work, is accepted.

Conclusions

In light of the findings, the following conclusions were drawn: The teacher's attitude had a significant role in meeting the needs of every learner. This study also found that the IPCRF rating of the teachers for the school year 2021-2023 is Very Satisfactory. A Very Satisfactory Rating is given when performance meets or exceeds expectations. Teachers with outstanding performance have consistently demonstrated exceptional skill in all their responsibilities. The teachers' performance is unaffected by the various criteria or the overall level of demonstrated work attitude. Work designations have a direct bearing and impact on teachers' attitudes towards their work. Designations did not affect how well school teachers performed at their jobs, but independence and work-life balance were strongly correlated with it.

Based on the study's findings and conclusions, the following recommendations are presented. Teachers may possess a positive attitude towards the teaching profession, recognizing the diverse needs of learners and improving learning in the classroom. Teachers can reflect on themselves and make improvements to their teaching methods and approaches. Teachers may become devoted and engaged to the school's organization, find fulfillment in their profession, and grow to love what they do. To foster a favorable attitude toward the workplace, supervisors and school administrators are strongly encouraged to provide support to teachers in developing and maintaining high professional standards. Teachers may continue to be inspired and supported in their careers to deliver basic educational services to the best.

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