

Full Length Research

Job Commitment, Satisfaction and Teaching Performance of Public and Private Secondary School Teachers In Northern Aurora, Philippines

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This study focused on the job commitment level and job satisfaction to teaching performance of public and private secondary school teachers in Northern, Aurora, Philippines. Teacher-respondents were at the middle age level, more females, married, teaching in public schools, with a salary ranging from 16,000-20,000, less half with master's units, serving for 1-5 years, teaching Grade 9 and majority were teachers in the public schools. Service commitments of the respondents were described as "very committed" while, organizational, work and career commitments were classified as "moderately committed." Respondents' teaching performance ranged from very satisfactory to outstanding ratings. Type of school, salary, educational attainment, and job status were highly significant with the teaching performance. Organizational, service, work and career commitments were found not significant. Job commitment and job satisfaction were not significant to performance in teaching. There is highly significant difference between public and private secondary school teachers performance. The organizational, service, work and career commitments and job satisfaction were not significant differed to performance. Type of school alone can predict 48% of the teaching performance while type of school and organizational commitment can predict 49.6% on the performance.

Keywords: Job Satisfaction, Public Secondary School, Private Secondary School, Teachers, Teaching Performance, Job Satisfaction

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INTRODUCTION

Teaching profession is facing problems related to teachers' job satisfaction. They play significant and multiple roles in enhancing the total development of

students along personal, social, academic and career domains. No proper education can ever be achieved without an adequately trained and motivated teaching staff. For optimum results from teachers, their satisfaction to their job is very important. However, assuring teachers'

satisfaction is not an easy task given that human being needs can never be fully satisfied as the satisfaction of one need leads to the desire for another higher-level need.

Job satisfaction and commitment in itself has been a subject considered by both teachers and administrators as an important element in a successful school organization. It is an overall feeling about one's job or career in terms of specific facets, and it can be related to specific outcomes. With teachers, satisfaction and commitment with their career may have strong implications for student learning. How effectively and efficiently teachers function in a school system depends to a great extent upon policies which affect them and their work and the conditions under which they work.

The effectiveness of the teacher also depends on his motivation to work and the satisfaction he gets from it. In their job satisfaction depends on the type of job weather work in public and private entities like in terms of their salary or benefits that they receive.

In addition, highly satisfied teachers are less likely to change schools or leave the teaching profession altogether than those who are dissatisfied with many areas of their work life.

This study aims to investigate the job commitment and satisfaction to teaching performance among private and public secondary school Teachers. The purposes of the study are to investigate the significant relationship of profile, commitment level and job satisfaction to teaching performance. The researcher wants to know the significant differences in performance between public and private secondary school teachers. It is also known that teacher's job commitment and satisfaction play a very significant role in the effective and efficient achievement of educational goals because teachers are very important in any system of education.

OBJECTIVES

This study attempted to determine the existing relationships of profile, job commitment and job satisfaction on the teaching performance of public and private secondary school teachers in Northern Aurora, Philippines.

Specifically, it sought to answer the following questions:

1. How may the profile of the teacher-respondents be described in terms of: age, sex, civil status, type of school, salary, educational attainment, length of service, grade assignment and job status?
2. How may the job commitment level of the Teacher-respondents be described in terms of: organizational,

service, work and career commitments?

3. How the job satisfaction of the teacher-respondents be described?
4. What relationship exist involving profile, job commitment level and job satisfaction to teaching performance?
5. What difference in performances may be expected between public and private secondary school teachers?
6. What variances in performance may probably occur when grouped according to job commitment level and job satisfaction?
7. To what extent to which profile, job commitment level and job satisfaction predict teaching performance?

REVIEW OF RELATED LITERITURE

Profile of the Teachers

Findings revealed that more than one third (88 or 68.21%) of the public secondary school teachers in Northern Aurora were below 40 years old, dominated by female with 94 or 72.97% and were married (84 or 65.12%), eighty nine or 60.8% were receiving a salary between Php18 thousand to Php21 thousand a month and more than half with units in MA/MS (66 or 51.16%) and 39 or 30.23% were with BS degree (Roxas, 2018).

Level of Job Commitment

Yucel I and Bektas C (2012) claimed that Organizational commitment positively correlated with job satisfaction. Nguyen (2014) opined that Employee's organizational commitment plays a vital role in Employee stability and better customer service hence increases business performance.

Job Satisfaction

Nganzi (2015) stated that job satisfaction is very paramount in improving teachers' performance. Job satisfaction kills absenteeism in the school and also promote obedience to the school timetable. Thus, job satisfaction stands out as a key factor in influencing teachers' performance.

Usop (2013) found out that 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. Teacher satisfied with their job is also a productive one. 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.

Ghayas (2015) found out that the determinants of job satisfaction were positive health benefits and the educational enhancement opportunities.

Teaching Performance

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. Diaz R (2015) found out that one-third of the novice teachers were evaluated as "Outstanding"

while about 63% were evaluated as "Very Satisfactory (VS)" and almost all of the respondents are performing well as teachers in their respective schools attributed on the kind of training that they received during their pre service training.

METHODOLOGY

The study used the correctional research design. The respondents were the 138 teachers from 11 public secondary schools and two private schools in the districts of Dinalungan, Casiguran and Dilasag, Division of Aurora, Philippines during the School Year 2017-2018. Questionnaire was the main tool used in gathering data with the aid of interview. Data were organized, classified, tabulated, analyzed and interpreted using the frequency distribution, percentage, weighted mean, correlation, t-test, ANOVA and regression.

RESULTS

Table 1. Profile of the Teacher-respondents (n=138)

PROFILE	FREQUENCY	PERCENTAGE
Age		
25 & below	29	21.00
26 – 30	44	31.90
31 – 35	26	18.80
36 – 40	13	9.40
40 and above	26	18.80
Sex		
Male	41	29.70
Female	97	70.30
Civil Status		
Single	68	49.30
Married	69	50.00
Widow/er	1	1.00
Type of School		
Public	113	81.90
Private	25	18.10
Salary		
P5,000.00 – 10,000.00	23	16.70
11,000.00 – 15,000.00	3	2.20
16,000.00 – 20,000.00	67	48.80
21,000.00 – 30,000.00	41	29.70
31,000.00 and above	4	2.90
Educational Attainment		
BS Degree	47	34.10
With MA/MS Units	61	44.20
MA/MS Degree	25	18.10

Table 1. Continues

With PhD/EdD Units	5	3.60
Length of Service		
1 year - 5 years	95	68.80
6 years – 10 years	17	12.30
11 years – 15 years	11	7.80
15 years – 20 years	2	1.40
21 years – 25 years	6	4.20
26 years – 30 years	2	1.40
31 years and above	5	3.50
Grade Assignment		
Grade 7	29	21.00
Grade 8	28	20.30
Grade 9	35	25.40
Grade 10	23	16.70
Grade 11	15	10.90
Grade 12	8	5.70
Job Status		
Permanent	112	81.20
Contractual	26	18.8
TOTAL	138	100

Table 2. Organizational Commitment Level of the Respondents

ORGANIZATIONAL COMMITMENT LEVEL	WEIGHTED MEAN	DESCRIPTION
1. I would accept almost any type of job assignment in order to keep working for this organization.	3.28	Moderately Committed
2. I understand how my job contributes to the organization's goals and objectives.	3.58	Very Committed
3. I am proud to tell that I am part of this organization.	3.67	Very Committed
4. My organization is known as a good employer locally.	3.46	Very Committed
5. I feel very little loyalty to this organization.	2.14	Committed
6. I am willing to put in a great deal of extra effort to help this organization be successful.	3.49	Very Committed
7. I am extremely glad that I chose to work here rather than one of the others I was considering at the time I joined.	3.25	Moderately Committed
8. I really care about the fate of this organization.	3.38	Very Committed
9. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees.	2.80	Moderately Committed
10. For me this is the best of all possible organizations for which to work.	3.14	Moderately Committed
11. My organization inspires the best job performance from me.	3.27	Moderately Committed
12. Deciding to work for this organization was a mistake on my part.	2.00	Committed
13. I am proud to be part of my department /service.	3.43	Very Committed
14. There's not much to be gained by staying with this organization indefinitely.	2.50	Committed

Table 2. Continues

15. I would recommend this as a good place to work.	3.29	Moderately Committed
16. I would take very little change in my present circumstances to make me to leave this organization.	2.75	Moderately Committed
17. I work in a well-managed organization.	3.21	Moderately Committed
18. Morale in this organization is good.	3.29	Moderately Committed
19. I think this is a good place to work.	3.29	Moderately Committed
20. I would be just as happy working for a different organization be successful.	3.23	Moderately Committed
OVERALL WEIGHTED MEAN	3.12	Moderately Committed

Table 3. Service Commitment Level of the Respondents

SERVICE COMMITMENT LEVEL	WEIGHTED MEAN	DESCRIPTION
1. My organization offers excellent service to our students.	3.42	Very Committed
2. Students' satisfaction is a priority in my organization.	3.42	Very Committed
3. My organization responds well to students when their needs change.	3.32	Very Committed
4. My organization has one of the best reputations in the industry.	3.30	Moderately Committed
5. I am encouraged to be creative and innovative to meet my student's needs.	3.51	Very Committed
6. Rules and procedures enable me to meet my student's requirements	3.42	Very Committed
7. I am proud of the quality of our organization's services.	3.38	Very Committed
8. My organization gives me sufficient resources to satisfy student's needs.	3.23	Moderately Committed
9. I enjoy providing the best service to students.	3.46	Very Committed
10. This organization cares about its customers.	3.36	Very Committed
OVERALL WEIGHTED MEAN	3.38	Very Committed

Table 4. Work Commitment Level of the Respondents

WORK COMMITMENT LEVEL	WEIGHTED MEAN	DESCRIPTION
1. The most important things that happen in life involve work.	3.35	Very Committed
2. Work should be considered central to life.	3.14	Moderately Committed
3. An individual's life goals should be work oriented.	3.25	Moderately Committed

Table 4. Continues

4. Life is only worth living when people get absorbed in work.	3.12	Moderately Committed
5. The major satisfaction in my life comes from my job.	3.13	Moderately Committed
6. The most important things that happen to me involve my work.	3.17	Moderately Committed
7. I live for my job.	3.10	Moderately Committed
8. I love my job.	3.49	Very Committed
OVERALL WEIGHTED MEAN	3.22	Moderately Committed

Table 5. Career Commitment Level of the Respondents

CAREER COMMITMENT LEVEL	WEIGHTED MEAN	DESCRIPTION
1. My career is a central interest in my life.	3.12	Moderately Committed
2. Working in my current profession is important to me.	3.43	Very Committed
3. My career is likely to take me to work for other organization.	3.12	Moderately Committed
4. Pursuing my career is important to my self-image.	3.35	Very Committed
5. I know where my career is important to my self-image.	3.27	Moderately Committed
6. Changing my career would be difficult for me to do now.	3.09	Moderately Committed
7. I would recommend my profession as a career.	3.30	Very Committed
8. I think my profession is a rewarding career.	3.36	Very Committed
9. Changing my career now would be involving a considerable sacrifice.	3.16	Moderately Committed
10. I would not want to work outside my profession.	2.86	Moderately Committed
OVERALL WEIGHTED MEAN	3.21	Moderately Committed

Table 6. Job Satisfaction Level of the Respondents

JOB SATISFACTION LEVEL	WEIGHTED MEAN	DESCRIPTION
1. I enjoy my work most days.	3.28	Moderately Satisfied
2. I do interesting and challenging work.	3.36	Very Satisfied
3. I am satisfied with my job.	3.35	Very Satisfied
4. I get full credit for the work I do.	3.18	Moderately Satisfied
5. There is a lot of variety in my job.	3.22	Moderately Satisfied
6. I feel the level of responsibility I am given is acceptable.	3.34	Very Satisfied

Table 6. Continues

7. I have a clear understanding of my job responsibilities and what is expected of me.	3.38	Very Satisfied
8. The major satisfaction in my life comes from my job.	3.07	Moderately Satisfied
9. I know the standards of work expected to me.	3.36	Very Satisfied
10. I know where to get help if I have a problem at work.	3.28	Moderately Satisfied
11. I feel my colleagues treat me with respect.	3.41	Very Satisfied
12. My job fully uses my skills.	3.37	Very Satisfied
13. I feel I am doing a worthwhile job.	3.39	Very Satisfied
14. I get a feeling of accomplishment from my job.	3.34	Very Satisfied
15. My administrator lets me know how I am doing.	3.36	Very Satisfied
OVERALL WEIGHTED MEAN	3.31	VS

Table 7. Teaching Performance of the Respondents

TEACHING PERFORMANCE	FREQUENCY	PERCENTAGE
Outstanding	57	41.30
Very Satisfactory	63	45.70
Satisfactory	18	13.00
TOTAL	138	100

Table 8. Summary of the Correlations of Profile, Job Commitment and Job Satisfaction to the Teaching Performance of the Respondents

PROFILE, JOB COMMITMENT AND JOB SATISFACTION	r	SIGNIFICANCE (2 – tailed)
Age	0.172*	0.044
Sex	-0.079ns	0.354
Civil Status	0.144ns	0.093
Type of School	-0.693**	0.000
Salary	0.517**	0.000
Educational Attainment	0.372**	0.000
Length of Service	0.112ns	0.192
Grade Assignment	0.004ns	0.936
Job Status	-0.690**	0.000
Organization Commitment	-0.073ns	0.393
Service Commitment	0.050ns	0.558
Work Commitment	-0.054ns	0.532
Career Commitment	-0.075ns	0.379
Job Satisfaction	-0.021ns	0.806

Table 9. Test of Difference on teaching Performance between Public and Private Secondary School Teachers

TEACHING PERFORMANCE	t-test	SIGNIFICANCE (2 – tailed)
Public and Private Secondary Schools	11.198**	0.000

Table 10. Summary of the Analysis of Variances in Teaching Performances when grouped according to Job Commitment and Job Satisfaction of the Respondents

JOB COMMITMENT AND SATISFACTION	ANOVA (F) – VALUE	SIGNIFICANCE (2 – Tailed)
Organizational Commitment	1.270ns	0.284
Service Commitment	0.187ns	0.830
Work Commitment	0.197ns	0.822
Career Commitment	0.392ns	0.677
Job Satisfaction	0.058ns	0.944

Table 11. Summary of the Regression Analysis Involving Profile, Level of Job Commitment and Job Satisfaction as Predictors of Teaching Performance of the Respondents

PREDICTORS	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE
Predictors: Type of School	.693	.480	.476	.494
Predictors: Type of School and Organizational Commitment	.704	.496	.489	.488

DISCUSSION

Profile of the Teacher-respondents in Northern Aurora

There were more than one-half of the respondents aged below 30 years old. Female teacher respondents constitute 70.30 percent, while males were 29.70 percent. Out of 132 respondents, 50.00percent are married and 49.6 percent are single. Majority of the respondents were come from public schools (81.905). Less than one half (48.80%) of the respondents were within the bracket of 16,000-20,000 in their salary. Sixty-four or 44.20 percent earned master's units. There were 95 or 68.80 percent of the respondents working and serving for 1-5 years, 12.30 percent for 6-10 years and 7.80 percent for 11-15 years. One third (25.04%) of the respondents were teaching Grade 9 and all teachers in the public schools were permanent (Table 1).

Job Commitment Level of the Teacher-respondents

Table 2 shows that "Teachers proud to tell that they are part of their organization" obtained a weighted mean of 3.67 described as "very committed", and "They understand on how their job contributes to the organization's goals and objectives" with weighted mean of 3.58 described as "very committed". Level of organizational commitment of the respondents obtained an overall weighted mean of 3.12, described as "moderately committed".

Items on the level of service commitment of the respondents include: "Teachers are very satisfied to encourage to be creative and innovative to meet their students' needs" (WM = 3.51), "They are enjoy providing the best service to students," (WM = 3.46), "The organization offers excellent service to their students" and "Students' satisfaction are priority in their organization" (WM = 3.42), all described as "Very committed".

Level of work commitment of the respondents obtained overall average weighted mean of 3.22, which described as "Moderately committed." "They love their work as teachers." Ranked one with WM = 4.39, while "The most important things that happen in life involve work" with WM = 3.35, described as "very committed".

The level of commitment in terms of career acquired an overall weighted mean (MW = 3.21) classified as "Moderately Committed". "Working in my current profession is important to me", "I think my profession is a rewarding career" and "Pursuing my career is important to my self-image" were described as "Very Committed" with weighted mean of 3.43, 3.36 and 3.35, respectively.

Job Satisfaction Level of the Teacher-respondents

Job satisfaction level of Secondary School Teachers in Northern Aurora, Philippines (Table 3) outlook with overall weighted mean of 3.31 classified as "very satisfied". Teachers felt that their colleagues treat them with respect obtained WM = 3.41 (very satisfied), teachers feel they doing a worthwhile job (WM=3.39) and

teachers have a clear understanding of their job responsibilities and what is expected of them (WM = 3.38) which described as “very satisfied”.

Teaching Performance of the Teacher-respondents

More than one third of the respondents obtained very satisfactory to outstanding teaching performance. (Table 4).

Relationship exist Involving Profile, Job Commitment Level and Job Satisfaction to Teaching Performance of the Teacher-respondents

Table 5 shows that type of school, value of -0.693, salary ($r = 0.5170$), educational attainment ($r = 0.372$), and job status ($r = -0.690$) were described as highly significant with the teaching performance; while, significant relationship was observed to age ($r = 0.172$). Organizational, service, work and career commitments were found not significantly related with teaching performance.

Job satisfaction ($r = -0.021$) of the teacher was found not significant to their performance in teaching.

Differences in Teaching Performances between Public and Private Secondary Schools Teachers

There is highly significant difference between public and private secondary school teachers' performance in teaching, based on the t-test value of 11.198. Private secondary school teachers obtained lower teaching performance as compared to public secondary school teachers (Table 6).

Differences in Teaching Performances when grouped According to Job Commitment and Job Satisfaction

Table 7 shows that organizational ($F = 1.270$), service ($F = 0.187$), work ($F = 0.197$) and career commitments ($F = 0.392$) and job satisfaction (0.058) were found not significant.

Profile, Level of Job Commitment and Job Satisfaction as Predictors of Teaching Performance.

Predictors of teaching performance show that only type of school and organizational commitment can predict teaching performance. Type of school obtained adjusted R – square of 0.476, which means that 14 predictors account for 47percent of the variance in overall teaching performance (Table 8).

CONCLUSIONS

Based on the results, the following conclusions were drawn:

Teacher-respondents were at the middle age level, more females, married, teaching in public schools (81.905), with a salary ranging from 16,000-20,000, less half (44.20percent) earned master's units, serving for 1-5 years, teaching Grade 9 and majority were teachers in the public schools that is why they have permanent job status.

Service commitments of the respondents were described as “very committed”; while, organizational, work and career commitments were classified as “moderately committed.”

Respondents' teaching performance ranging from very satisfactory to outstanding ratings.

Type of school, salary, educational attainment and job status were found to be highly significant with the teaching performance; while, significant relationship was observed to age. Organizational, service, work and career commitments were found not significant. Job satisfaction was found not significant to their performance in teaching.

There is highly significant difference between public and private secondary school teacher's performance in teaching.

Age, type of school, salary, educational attainment, length of service and job status have significant difference in teaching performance. The organizational, service, work and career commitments and job satisfaction were found not significant.

Only type of school and organizational commitment can predict teaching performance.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are forwarded:

School heads must encourage their teachers to enroll and pursue graduate education program for their professional growth and development.

School administrators must design or develop a scheme concerning reward system for teachers to motivate them to always perform at their best in teaching. Recognize teachers' effort for them to be committed in the organization where they belong, and to heighten their interest in their work and career. Also, School Administrators may tap their teachers to initiate or spearhead extra-curricular activities within the school or community to continuously boost their potentials as a

teacher/educator.

Teachers must be given opportunities to showcase their talents and skills through participation in the academic and non-academic contests, give them chances to attend trainings/seminars and ultimately become one of the facilitators during seminars/ trainings. Moreover, give them additional tasks in line with their specialization to level up their performance in their field of interest, like for instance assigning them in some coordinator ship/ leadership.

Schools heads should encourage teachers to enroll and pursue their graduate studies. Inculcate the values of loving their profession.

Motivate private school teachers to enroll/take the graduate programs so that they can be in higher education instructor that will increase their salary. Private school teachers should advise to be qualified in the Division Manpower of Teachers so that they can join the world of public service.

Additional incentives must be given to the private school teachers so that they will be motivated to get an outstanding performance. Encourage teachers to pursue graduate studies. Advise old teachers to do their best in teaching by giving them extra time for the preparation of materials needed in teaching. Promote helping hands between Young teachers and old teachers by giving extra time for older teachers to prepare for their lesson.

Help the private school teachers to be qualified in the public schools, especially the younger generation by advising them to enroll Graduate studies as a way of easy promotion in higher education teaching.

School administrators must review and if possible, try to consider the use and implementation of the proposed programs for school development made by the researchers.

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