Assessing the Work Level Performance Among Teachers in Benguet Province

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ABSTRACT

The study focused on assessing teachers' level of work performance along task and contextual performance.

The study utilized the descriptive-survey design with the Individual Work Performance Questionnaire and Teachers' Work Relationship Questionnaire as main data gathering instruments. The respondents of the study were 250 public school elementary teachers from the districts of Kapangan (n=43), Kibungan (n=41), La Trinidad (108), and Tublay (58). The four districts are in Benguet province.

Findings show that the level of work performance of the teachers along task performance was very good, however, in specific, they have an excellent work performance in planning their works to finish them on time, and very good in keeping in mind work results that need to be achieved, setting priorities, managing their time well, and carrying out their work efficiently got the lowest score.

Along contextual performance was very good. However, specifically, they have an excellent work performance in participating in meetings and /or consultations, and very good regarding keeping their job- related knowledge and work skills up to date, take initiative in starting new and challenging task, take on extra responsibilities and challenging works. Keeping their work skills up to date got the lowest score.

The public school elementary teachers of the four districts exhibit high work performance because they perform their work according to their designations.

INTRODUCTION

The quality of education hinges on effective utilization of resources, with teachers playing a pivotal role. However, global reports highlight challenges in basic skills among young learners, sparking discussions on accountability. Recognizing the shared responsibility in education, UNESCO stresses equitable, inclusive, and quality-driven strategies involving governments, schools, teachers, parents, and the private sector. Teachers, as the forefront of educational delivery, significantly influence student learning, necessitating multifaceted roles that transcend traditional teaching boundaries.

The teacher performance as defined by IGI Global (n.d.) refers to how well an individual performs a job, role, task, or responsibility, and how a teacher demonstrated impact on students' learning as established through student achievement test scores, observed pedagogical practices, or employer or student surveys.

Besides, teachers work performance refers to how well the teachers perform their jobs, roles, tasks, and responsibilities associated to teaching.

The Heuristic Framework of Individual Work Performance cited by Koopmans, Bernaards, Hildebrandt and Beek (2011) was adapted as framework of the study in relation to teachers' work performance. In this framework, there are four dimensions, and they are task performance, contextual performance, adaptive performance, and counter productive work behavior.

However, only two dimensions were adapted, and these are task performance and contextual performance because the other two dimensions were not the focus of the study. Task performance refers to the completion of job tasks, work quality, job skills, job knowledge, keeping knowledge up-to-date, working accurately and neatly, planning

and organizing, administrative decision making, solving problems , oral and written communication, and monitoring and controlling resources while contextual performance refers to extra tasks, effort, initiative, enthusiasm, attention to duty, resourcefulness, industriousness, persistence, motivation, dedication, proactivity, creativity, cooperating and helping others, politeness, effective communication, interpersonal relations (Koopmans, Bernaards, Hildebrandt & Beek, 2011).

Statement of the Problem

This study aims to assess the work level performance among teachers in Benguet Province specifically along task and contextual performance levels.

DESIGN AND METHODOLOGY

Research Design

The study utilized a descriptive-survey design to determine the level of teachers' work performance along task performance and contextual performance. A survey questionnaire was employed to gather data on teachers' work performance.

Population and Locale of the Study

Four districts were chosen because the researcher is familiar with the native language of the area as she used to work in these areas. From these four districts, 250 teachers were chosen through purposively sampling given the CoVID-19 pandemic restrictions.

Table 1 presents the population of the study.

Table 1. Population of the Study

District	No. of Respondents	Percentage
Kapangan	43	17.2 %
Kibungan	41	16.4%
La Trinidad	108	43.2%
Tublay	58	23.2%
Total	250	100%

Data Gathering

The Individual Work Performance Questionnaire (IWPO) was the data gathering instruments employed to collect the needed data. The questionnaire has two parts. Part I includes the demographic profile of the respondents. It elicited the personal information of the respondents such as name of the school and its location, position, educational attainment, and years of experience. Part II, the teachers' work performance, elicited information on teachers' work

performance in terms of task performance and contextual performance. This consisted of 13 questions in two sub-scales: Task performance (5 items) and contextual performance (8 items).

For the reliability coefficient of the two dimensions of IWPQ: The task performance is 0.83 and contextual performance is 0.87 (Koopmans, Bernaards, Hildebrandt & Beek, 2011). The results indicate that the instrument was reliable and valid to measure the work   performance of the teachers.

Since the instrument has good content validity and are reliable, and was used in the study without any modifications, the questionnaire was no longer pre-tested for reliability.

Data Gathering Procedures

Before the conduct of the study, the researcher wrote to the Schools Division Superintendent (SDS) seeking permission to allow the researcher in administering the questionnaires to the identified respondents.

Since face-to-face interaction was not allowed due to the Covid-19 pandemic, the researcher constructed the instruments in google form type and send the link thru email or messenger to the teacher respondents. The researcher collected the data thru her Deped email rosenda.berry@deped.gov. ph. tabulated and statistically treated.

Treatment of Data

Data gathered from the questionnaires were tabulated and statistically treated.

To determine the level of work performance of the teachers in public schools, the following scales were used for interpretation.

Relative Value	Statistical Limit	Descriptive Equivalent
5	4.21-5.00	Excellent (E)
4	3.41-4.20	Very Good (VG)
3	2.61- 3.40	Good (G)
2	1.81-2.60	Fair (F)
1	1.00- 1.80	Poor (P)

RESULT AND DISCUSSION

Teachers' Level of Work Performance along Task Performance

Table 3 presents the perceived level of work performance among teachers along task performance. Generally, as shown in Table 3, the respondents perceived that their work performance along the task performance dimension was very good as indicated by its overall mean score of 4.11. The result implies that the public elementary school teachers of Kapangan, Kibungan, La Trinidad and Tublay Districts were able to meet the standard work performance tasks set by their respective school associated with their job, role, and responsibilities as teachers. The results reveal that the teachers were able to perform and demonstrate their knowledge, understanding, and proficiency in their work.

Specifically, the task performance with the highest mean score of 4.33 is "they were able to plan their work so that they finished it on time." This implies that planning is found to be the most important task of every teacher in the teaching profession because as pointed out by Gozutok (2004), this is the foremost skill and qualification needed to prepare everything prior to the lesson proper and therefore is the most significant responsibility of teachers.

The study agreed with the statement of Kamel (2020) that every teacher should know how to design and plan their works to achieve quality education. Senemoglo (2007) also stated that the success of the teaching process depends greatly upon the fact that its plans are of high quality. Also, the study supports the findings of Ortega (1999) and Yuan & Ellis (2003) who concluded that the task planning cannot lead to the development of accuracy of speaking rather accuracy on expected output.

Table 3: Teachers' Level of Work performance along task performance

Item	Mean	Descriptive Equivalent
1. They were able to plan their works so that they finished it on time	4.33	Excellent
2. They kept in mind the work result that needs to be achieved.	4.20	Very Good
3. They were able to set priorities	4.04	Very Good
4. They were able to carry out their work efficiently.	3.94	Very Good
5. they managed their time well	4.06	Very Good
Over- all Mean	4.11	Very Good

During a forum (2020) in Benguet, principals have observed that teachers really planned, prepared, and practiced what they are going to say about their lessons during classroom observation, but they forgot to plan the structures while performing the task in front of their principal. However, when teachers are provided with the opportunity to plan strategically, they can create well-prepared teaching aids that could lead to high levels of work performance.

On the one hand, the task that needs to be developed by the teachers is "to carry out their work efficiently." This task possessed the lowest mean score of 3.94. Teachers can be more effective and efficient if they are not loaded with so many tasks to shoulder on. According to Cherry (2020), switching from one task to the next task takes a serious charge on productivity or efficacy of the teachers. Multitasks takers have more trouble tuning out distractions than people who focus on one task at a time. Also, doing so many different things at once can impair efficacy. Through observations, teachers in public schools are multitasks takers. Teachers try to do two things at once, and this affects their capacity to perform both tasks successfully.

Teachers' Level of Work Performance along Contextual Performance

Table 4 shows that overall, the respondents' level of work performance along the contextual performance dimension of work performance was very good as evidenced by the overall mean score of 3.90. This means that the public elementary school teachers of Kapangan, Kibungan, La Trinidad and Tublay Districts were able to perform well their contextual tasks. Of the eight items, the item that got the highest mean score of 4.85 is "they relatively participated in meetings and/or consultations" described as "Excellent." It is the responsibility of teachers to attend meetings and consultations and there are policies on not attending school-related meetings and meetings sanctioned by the school. The other items that got the second and third highest mean scores are they continually sought new challenges in their work" and "on their initiative, they started new tasks when their old tasks were completed" with mean scores of 4.02 and 3.98 respectively.

Table 4: Teachers level of work performance along Contextual performance

Item	Mean	Descriptive Equivalent
1. On their initiative, they start new tasks when old tasks were completed.	3.98	Very Good
2. They took on challenging tasks when they are available .	3.54	Very Good
3. They worked on keeping their job-related knowledge up to date.	3.94	Very Good
4. They worked keeping their work skills up to date.	3.50	Very Good
5. They come up with creative solutions for new problems.	3.61	Very Good
6. They took on extra responsibilities.	3.74	Very Good
7. They continually sought new challenges in their work.	4.02	Very Good
8. They relatively participated in meeting and/or consultations.	4.85	Excellent Very Good
Over-all Mean Score	3.90	Very Good

The results show that the teachers were able to meet the standard contextual performance as set goals for the teachers. This is supported by the reports of principals that teachers have the skills and knowledge on the tasks delegated to them. This means that meetings and consultations are highly relevant to teachers in public schools. According to Roy (2021), meetings and consultations are integral parts of any organization and fuel for productivity where the workers stay updated and make collective decisions. This allows them to address issues in an organization, to keep track on operations, productivity, and team building.

McGrath (2020) added that many organizations are moving towards more skill-based, practical, and knowledge-based methods to attain the quality of education. Additionally, contextual learning works well within the nature of modern work because this supports productivity. Teachers were able to keep their job-related updates and

they are encouraged to do innovations. Also, meetings and consultations open opportunities to solve problems together with other teachers and can even make every teacher feel included. Most of the principals reported that meetings and consultations give opportunities for the team members to contribute their ideas and to let their expectations, needs, and wants be known.

On the other hand, the contextual performance with the lowest mean score of 3.50 is "they worked in keeping their work skills up to date." This indicates that the public school elementary teachers perceived their ability to keep their skills up to date as deficient and needing support. We are in the 21st century and teachers need a variety of professional development skills along with knowledge and experience to be effective teachers. Likewise, as rapid developments in technology are integrated into day-to-day lives, these could affect the way teachers teach students. During the Teachers and Principals forum (2021), principals have reported that a lot of teachers are not updated in their work skills most especially in the use of technology which could affect their performance as well as the student's performance. Thus, Cox (2019) stated that modern teachers need to be competent, not only on basic skills, but new skills as well. The observation Of Cox is true today. Due to the COVID-19 pandemic, face to face classes were suspended and blended learning, video instruction, on air radio- based instruction, and audio-visual digital materials and television-based instruction took over as the main teaching-learning delivery modes in public schools. With blended learning, teachers need to apply different digital forms of teaching such as podcast, google meet, zoom, and live streaming.

CONCLUSION, AND RECOMMENDATION

Conclusions

The following conclusions are drawn from the findings of the study.

1. The public school teachers of Kibungan,

Kapangan, La Trinidad and Tublay, Benguet exhibit high work performance in terms of task performance standards particularly in planning their works to finish them on time. They, however, need to enhance their ability to carry out their work efficiently.

2. The public schol teachers of Kibungan Kapangan, La Trinidad and Tublay, Benguet demonstrate high work performance along contextual performance particularly in participating in meetings and/or consultations but they have to keep their work skills up

Recommendations

Based on the findings and conclusions of the study, the following recommendations are forwarded by the researcher.

Recommendations

1. The public school principals should adopt achievement-oriented leadership style to improve better the teachers' work performance particularly in carrying out their work efficiently.

2. School principals should strengthen and carry Out regularly the in-service trainings of teachers to improve and keep their work skills up to date and keep themselves abreast of recent developments and innovations in teaching. They should also set high standard and challenging goals and ensure that schools have adequate required instructional materials and equipment to improve the work performance of their teachers.

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