

TEACHERS' WORK FULFILLMENT FOR SCHOOL ADEQUACY RELATIVE TO STUDENTS' SCHOLASTIC EXECUTION

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Abstract

Work fulfillment is a long journey toward a destination. While factors such as recognition, monetary rewards, social rewards, and praise awards may lead to work fulfillment toward school adequacy and better student performance, students' scholastic execution is also evidence of teachers' output and the product of academic instruction. This quantitative descriptive study investigated the 33 mathematics teachers' work fulfillment for school adequacy relative to the 281 students' scholastic execution of mathematics teachers in select public schools in Tago II District. To triangulate the students' performance, the 1st and 2nd quarter general weighted averages were used as secondary data for the study. Using a standardized questionnaire, findings on work fulfillment revealed that most of the teachers were "moderately satisfied" based on their personal opinions and concerns in dealing with their day-to-day work-related challenges. Moreover, the scholastic performance of the students was described as 'satisfactory' based on the sought grading scale, with the grades ranging from 80-84 percent. Furthermore, the level of work fulfillment, responsibility, and professional advancement revealed themselves to be significantly related to the academic track of the students. The researcher suggests the utilization and conduct of an intervention plan entitled "Annual Training on Sustainability of Teachers' Fulfillment for School Adequacy to Develop Students' Scholastic Execution in Public Schools." This plan aims to boost teachers' fulfillment and foster academic endeavors in public schools.

Keywords: *teachers' work fulfillment, scholastic execution, school adequacy*

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1.0 Introduction

One of the jobs of a teacher is to challenge the students by setting high standards and providing criticism to spur further achievement, to help surmount blind spots, and to evaluate each student's progress following lesson objectives. Thus, teachers have to adopt several strategies in their teaching to be effective in their jobs. In other words, professional knowledge, skills, and competencies are evident when one is taking on and mastering challenging tasks directed at educational success, school adequacy, and student performance. Democratic societies are rooted in the widely shared belief that all lives have value. As a result, the idea of educational adequacy in a democracy is rooted in the conviction that education's primary mission is to provide knowledge and skills sufficient to allow people to live fully according to the standards of their time. In a democratic country with a market economy and little support for an extensive social safety net, paid work is essential to individual human flourishing. Meanwhile, students' scholastic execution is evidence of teachers' output and the product of their academic instruction. Students' performance varies depending on the level of learning they acquire during the teaching and learning process. Thus, this quantitative descriptive study investigated the level of teachers' work fulfillment, the students' scholastic execution, and their relationship relative to the student's overall academic performance.

According to Brown Jr. (2014), work fulfillment does not have to mean pursuing the ultra-glamorous. The heart is in one's attitude and expectations; it is more about how you approach your work than the actual duties. Bakar (2018) studied the influence of professional teachers on Padang vocational school students' achievement, which revealed that teacher professionalism is one of the important variables that should be considered to improve student achievement. Also, Simatwa (2011) cited that employees who have high levels of job satisfaction commit their energy, time, and effort to work, resulting in increased productivity and an improvement in students' performance.

In the context of education, studies on work fulfillment have been identified in terms of outcomes or consequences, and influences or antecedents. Absenteeism, retention, and attrition were among the three least possible outcomes, while work

experiences, profile, and job-related characteristics were the three major influences. Pursuant to Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, the Department of Education (DepEd) issued D.O. No. 44, s. 2015, which aims to strengthen School-Based Management participation and involvement to make the delivery of education services to learners more responsive, efficient, and effective through an enhanced school planning and communication process. Thus, work fulfillment with teaching as a career is an important policy issue since it is associated with teacher effectiveness, which ultimately affects students' achievement.

With the help of this study, school administrators can map ways to enhance the level of satisfaction of teachers and their level of commitment to the organization. Further, this will contribute to the government's long-term goal of inclusive growth and poverty reduction in our country.

2.0 Methodology

This study used the quantitative descriptive research method to investigate the teachers' work fulfillment for school adequacy relative to students' scholastic execution in public schools in Tago II District, Tago Surigao del Sur. The researcher used the complete enumeration sampling procedure for the 33 mathematics teacher-respondents, while the stratified random sampling method was used to determine the 281 students out of the 947 total population. The students' population sample was used to determine the number of GWAs to acquire as secondary data for the study, which was later used as the basis for their scholastic performance.

The data on work fulfillment were generated mainly through a standardized questionnaire adapted from the study of Buenavista (2018) entitled, *Correlates Teacher Work Performance and Job Satisfaction in Public Schools*. The instrument is composed of two parts. Part I collected the profile of the respondents in terms of highest educational attainment, length of service, number of training seminars attended, and designation/ position. Part II collected the level of teachers' work fulfillment of mathematics teachers in public schools in terms of school supervision, colleagues, working conditions, pay/ salary, responsibility, work

itself, professional advancement, security, and recognition.

For ethical considerations, the researcher sought the approval letter for the conduct of the study from the office of the Schools Division Superintendent, including the division's approval to utilize the above-described research instrument. A letter of permission was sent to the district supervisor and the school administrators. After the grant of the request, the researcher personally administered the questionnaire to the different schools of the Tago II district.

The collected data were analyzed using frequency and percentage to determine the demographic profile of the respondents, and the students' scholastic execution. The Pearson Product Moment Correlation was used to test the significant relationship between the level of teachers' work fulfillment and the students' scholastic execution.

3.0 Results and Discussion

As shown in Table 1, the level of mathematics teachers' work fulfillment in public schools shows 'security' with the highest mean of 4.83 with an adjectival rating of 'highly satisfied' and followed by 'the colleagues' with a mean score of 4.66 with an adjectival rating of 'highly satisfied.' On the other hand, 'work itself' has the lowest mean of 2.71 and has an adjectival rating of 'satisfied'. The overall mean of 3.58 indicates that the teachers are moderately satisfied.

The findings herein appeared to negate the study of Gedefaw (2012) in his dissertation on the Job Satisfaction of Secondary School Teachers in Addis Ababa. His findings revealed that the teachers were significantly dissatisfied with most aspects of their work. The area of dissatisfaction was teachers' work factors, which include salary, poor benefits, and opportunities for promotion; the management style of the principals; a lack of decision-making opportunities; and poor relationships among teachers with the principals and the parents. Meanwhile, the recent study shows an overall mean of 3.58 with an adjectival rating of 'moderately satisfied, meaning that the teachers of Tago II district are satisfied in their respective work considering their high satisfaction with their colleagues and in terms of security.

Table 1. Mathematics teachers' level of work fulfillment in public schools

| Indicators | Mean | Adjectival Rating |
|--------------------------|------|----------------------|
| Supervision | 3.11 | Satisfied |
| Colleagues | 4.66 | Highly Satisfied |
| Working Condition | 3.31 | Satisfied |
| Pay/Salary | 3.14 | Satisfied |
| Responsibility | 3.48 | Moderately Satisfied |
| Work-Itself | 2.71 | Satisfied |
| Professional Advancement | 3.37 | Satisfied |
| Security | 4.83 | Highly Satisfied |
| Recognition | 3.60 | Morately Satisfied |
| Over-all Mean | 3.58 | Moderately Satisfied |

Table 2 shows the Students' Scholastic execution and GWA for the 1st and 2nd quarters. It revealed that the grading scale of 80-84 has the highest percentage of 38.08, while 75-79 has the lowest frequency of 24 or 8.54%. Findings reveal that the students' satisfactory grade needs to be improved since teachers play a vital role in the realization of a well-performed academic endeavor. In connection with the recent study, the study of Brew *et al.* (2021) cited that the students' low academic performance

can be caused by other factors, like how the number of teachers can be proportionally smaller than the number of students. These unsatisfactory conditions of service have led to an increased level of truancy, a lessened edge for work, declining efficacy in class, and lower motivation and work fulfillment in schools. It implies that the student's academic performance depends on the work fulfillment and satisfactory conditions of service of the teachers.

Table 2. Students' scholastic execution, general weighted average (GWA) for 1st and 2nd quarters

| Descriptors | Grading Scale | Frequency | Percentage |
|---------------------|---------------|-----------|------------|
| Outstanding | 90-100 | 54 | 19.22 |
| Very Satisfactory | 85-89 | 96 | 34.16 |
| Satisfactory | 80-84 | 107 | 38.08 |
| Fairly Satisfactory | 75-79 | 24 | 8.54 |
| | Total | 281 | 100 |

Table 3 exhibits the significant relationship between the level of teachers' work fulfillment and the students' scholastic execution. The findings revealed that among the levels of job satisfaction, only responsibility and professional advancement have a significant relationship based on a computed r of 0.869 and a p -value of 0.025 and a computed r of 0.932 and a p -value of 0.007, respectively. The results shown have something to do with the student's scholastic execution since the p -value is less than a 5% level of significance. On the contrary, supervision, colleagues, working conditions, pay/salary, work itself, security, and recognition resulted in insignificant results. Thus, these factors have nothing to do with the student's scholastic execution based on the computed p -value, which is higher than the 5% level of significance.

Asif *et al.* (2016) argued that all indicators had a positive and significant correlation with each other except for pay and supervision, which had an insignificant relationship with each other. On a similar note, a recent study shows that the level of teachers' work fulfillment does not affect the students' scholastic execution except for responsibility and professional advancement. The positive correlations indicate that the more the teachers are fulfilled in terms of responsibility and professional advancement in their respective fields, the greater the scholastic execution of the students.

Table 3. Significant Relationship between the level of teachers' work fulfillment of Mathematics teachers the students' scholastic execution

| Variable Tested | Computed r | p-value | Decision | |
|--------------------------|------------|---------|-----------------|-----------------|
| Supervision and | -0.359 | 0.485 | Not Significant | |
| Colleagues | -0.013 | 0.981 | Not Significant | |
| Working Conditions | 0.562 | 0.246 | Not Significant | |
| Pay/Salary | Students | -0.405 | 0.425 | Not Significant |
| Responsibility | Scholastic | 0.869 | 0.025 | Significant |
| Work itself | Execution | -0.385 | 0.451 | Not Significant |
| Professional Advancement | | 0.932 | 0.007 | Significant |
| Security | | 0.557 | 0.251 | Not Significant |
| Recognition | | 0.375 | 0.487 | Not Significant |

4.0 Conclusion

The teachers' level of work fulfillment was moderately satisfied based on their personal opinions and concerns in dealing with their day-to-day work-related challenges. Moreover, the

students satisfactorily achieved their academic track based on the investigated general weighted averages for the first and second quarters. The teachers were found to be eager and consistent in their efforts in their pursuit of quality education while facing challenges in their educational advancement and qualification. Work fulfillment, responsibility, and professional advancement had a positive correlation with the scholastic execution of the students. These impact their respective works depending on their position, job description, and style in handling or managing jobs. Teachers' great satisfaction with their work means that they justify their teaching responsibilities. The professionally advanced and responsive individual creates an edge to uplift the scholastic execution of the students with high standards. The findings of this study suggest that refresher courses be offered to train teachers in ways to improve teacher-student relationships, which will, in turn, improve the performance of students. Also, providing scholarship programs in support of the professional advancement of mathematics teachers.

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