

Work Values and Teaching Performance of Early Childhood Educators in Tuguegarao City, Philippines

Marry CrisT.Susa

Teacher I, Department of Education, Tuguegarao North Central School, Philippines
marrycrissusa@gmail.com

Abstract

This study examined the relationship of work values and teaching performance of early childhood educators (n=40) in Tuguegarao City. Specifically, the study determined the association between work values and profile and also explored how these two variables contribute to the teaching performance of the early childhood educators. The descriptive-correlational research design was utilized in the study. The study revealed that there is no significant difference in the work values of the teachers when grouped according to profile variables, implying that early childhood educators have comparable work values. Moreover, correlation indicated that generally, work value patterns of the respondents do not affect their teaching performance. Only the “teaching learning process” as a dimension of teaching performance is significantly associated to the work values of the respondents. Ultimately, the findings of the study serve as baseline data and as basis for policy-making and capability building for early childhood educators.

Keywords: work values, teaching performance, early childhood educators

1. INTRODUCTION

Education influences the people individually and collectively. It serves as a potent instrument for human resources to acquire and to learn knowledge, skills and values that are necessary for the individual and collective growth. It is through this that human potentials and innate capacities are discovered, nurtured and maximized. In the Philippines context education is seen as an effective instrument for national development. Subsequently, the government gives priority to the programs of the Philippine education system. Since education plays a great role in the development of humans, Filipino teachers, who are the primary agents of the realization of education should manifest their specific roles and duties.

The fundamental foundation of change in every organization is the work values of its members. These are seen in their love for their work thus, proving their self-worth and satisfying their basic human needs. As values serve to assess the social world, work values are important for the evaluation of workplace, the attitude toward specific work situations and the respective behavioral responses. Work values are global aspects of work that are important to a person's job satisfaction. They are key factors in the proper administration and management of any organization. Individual values enable a person to achieve his/her personal goals. Every employee, therefore, has to work for the attainment of such goals. He/ she has to follow set of rules and procedures so that he/she will be able to meet his targets.

Since education is a preserver of moral values; consequently teachers are expected to demonstrate appropriate values and virtues in life. Basically, this is outlined in the National Competency-based Teacher Standards[1]. One dimension that focuses on values of teachers as role models is the social regard for learning. In the studies of Soblingo[2] and Biong [3], they found out that Filipino teachers are competent along this domain. On one hand, in the studies of Vecaldo [4] and Vecaldo, Andres, Carag and Caranguian[5], they found out that "pre-service teachers are very competent in acting as role models for learners". This goes with the fact that teachers with values and who act as role models contribute to the positive development of a human resources rooted in favorable relationships. In this context, the purpose of education is not only creating responsible and productive citizens, but also good family members and neighbors, informed and engaged community members and civic-minded participants in making the immediate world a better place to live in.

Moreover, work performance has been identified as the significant key for organizations to gain competitive advantage and superior productivity. Although competitive advantage is more relevant to private sector, it can be extended to public sector by including "serving the public" because it is the ultimate objectives of the public sector. According to Vermeeran[6], work performance could help public organization to improve service delivery. Realizing its importance, public organizations pay attention to work performance in relation to formulating policies and enhance service delivery. Campbell [7] fittingly describes "work performance" as an individual-level variable, or something a single person does".

In line with the work performance of teachers, the Department of Education (DepEd) released the guidelines on granting of Performance Based Bonus (PBB) for its personnel, based on Executive Order No. 80, s. 2012[8], directing the adoption of a Performance Based Incentive System for government employees. It was signed by President Benigno S. Aquino III. The guidelines took effect on February 28, 2013. Since its implementation in 2012, the Result-based Performance Management System (RBPMS)[9] has significantly contributed the government goal of strengthening public accountability and ensuring the effective delivery of service to the

Filipino people. The DepEd evaluates and grants PBB to all bureaus or delivery units and employees who have worked diligently and have performed well according to their contribution to the achievement of the department's overall performance targets, which in turn, will determine the amount of PBB to be received.

Teaching performance of teachers are gauged by their Individual Performance Commitment and Review Form (IPCRF). This being the main focus of teacher in all their daily-learning activities in the school. Since early childhood educators form part of the basic education according to Republic Act 10157 also known as the Kindergarten Education Act or Early Childhood Education [10], teaching performance is basically covered by the IPCRF.

Based on the preceding premises, the researcher was moved to conduct this novel study exploring the work values and teaching performance of the early childhood educators since there are no studies conducted along this variable considering early childhood educators as respondents. Predominantly, the researcher being an early childhood educator is greatly inspired that this study serves as a reference, which can widen the knowledge and skills on how early childhood educators perform in field. Furthermore, the present study is not only to determine the relationship between work values and profile but also to explore on how these two variables contribute to the work performance of the respondents. This study serves as a motivation of early childhood educators in terms of their work values so that they may enhance their values in favor of more desirable ones which could lead maximum productivity, effectiveness and efficient management of early childhood education in the Philippines.

2. OBJECTIVES OF THE STUDY

In general, the study aimed to find out the work values among Early Childhood Educators and their relationship to teaching performance. Specifically, it intended to (1) describe the profile of the respondent in terms of age, civil status, highest educational attainment, length of service, employment status; (2) determine the work values of early childhood educators in terms of Filipino Work Values Scale (FWVS)[11]; (3) assess the teaching performance of the respondents; and (4) test the significant relationship between the work values and teaching performance of the respondents; and (5) determine/ascertain the significant differences between the work value patterns and profile variable of the early childhood educators.

3. MATERIALS AND METHOD

Research Design

The study utilized the descriptive-correlational design because it determined the significant relationship between work values and teaching performance of early childhood educators. It also described the existing relationship between variables and the degree to which two or more quantitative variables are related and it does so by the use of a correlation coefficient.

Respondents of the Study

In this study, the respondents were the forty (40) Early Childhood Educators in the Division of Tuguegarao City of the School Year 2016-2017. The study utilized random sampling to estimate the proportion with a perceived value of the population proportion assumed to be 0.30, alpha set at .05, and beta set at .05.

Research Instruments

The main data-gathering tool used by the researcher is the Filipino Work Value Scale (FWVS) design by VicentitaCervera [11]. The scale is design in such a way that it helps to determine the work values of a person in line with his/her work environment. The scale consisted of eighty (80) items and it took approximately 15 to 20 minutes for the respondents to accomplish it. Part I elicited the profile of the respondents in terms of: age, civil status, highest educational attainment, employment status, length of Service, while Part II consists of the 10 work values developed by Cervera. The work value pattern booklet consisted of the work value scale on the following dimensions: Environmental, Familial, Intellectual-Achievement Oriented, Interpersonal, Managerial, Material, Occupational, Organizational, Religious, and Variety. The respondents rated each item according on how important the work is to them. Each-sub-scale was scored by summing up the total weighted responses derived by multiplying the number of responses by the weighted responses.

Apart from the work value patterns booklet, a documentary analysis on the performance ratings of teacher was considered through the IPCRF[8] of early childhood educators which consisted of the following key results area: Teaching-Learning Process, Pupils' Outcome, Community Involvement and Professional Growth and Development .Aside from the documentary analysis, informal interviews and observations were employed in order to validate the data gathered from the questionnaire.

Research Procedure

The researcher made a request letter to the Schools Division Superintendent of Tuguegarao City to conduct the said study. Simultaneously, the researcher asked permission for the use of instruments through the CSU Guidance Director since their Guidance Center was given authority to administer the test to other schools. When said permission was granted, the researcher personally floated the work value pattern booklet teacher-respondents during Division meeting. Testing time is ranged 25-40 minutes only. The IPCRF ratings of early childhood educators were taken from the Division office after which permission to use the data was approved.

Data Analysis

The data gathered from the retrieved questions were tallied, tabulated, analyzed and interpreted. The data on the profile of the respondents were analyzed using the frequency count and percentage distribution. The weighted mean was used to identify the work performance of the respondents through the IPCRF. In describing the work value patterns of the respondents, simple frequency and percentage distribution was utilized. For clearer interpretation of the meaning of the work value pattern of the respondents the following scale was used:

Work Values	Interpretation				
	Very Strong	Strong	Average	Weak	Very Weak
Environmental	42-45	39-40	35-38	34	27-33
Familial	23-25	20-22	19	15-18	11-14
Intellectual-Achievement Oriented	54-55	52-53	49-51	46-48	37-45
Interpersonal	60-65	56-58	53-55	47-52	39-45
Managerial	33-35	31-32	29-30	27-28	24-26

Material	39-40	37-38	35-36	33-34	24-32
Occupational	49-50	48	46-47	44-45	37-43
Organizational	26-30	23-25	20-22	0	0
Religious	31-35	29-30	25-27	23-24	21 and below
Variety	19-20	18	17	15-16	11-13

For a better understanding of the meaning for the teaching performance of the respondents the following scale was used: Outstanding (4.50-5.00), Very Satisfactory (3.50-4.49), Satisfactory (2.50-3.49), and Unsatisfactory (1.50-2.49). Pearson-r Product Moment of Correlation was used to test the relationship between the work values and teaching performance of the teacher respondents. F test was utilized to test the difference between the work value patterns of the respondents and profile variables.

4. RESULTS AND DISCUSSION

Table 1. Profile of Early Childhood Educators

Variable	Frequency	Percent
Age		
26-30	1	2.50
26-30	1	2.50
31-35	15	37.50
36-40	15	37.50
41-45	5	12.50
46-50	2	5.00
51-55	1	2.50
56-60	1	2.50
Civil Status		
Married	36	90.00
Single	2	5.00
Widow	1	2.50
Separated	1	2.50
Highest Educational Attainment		
Bachelor's Degree	26	65.00
Master's Degree	14	35.00
Length of Service		
0-5 years	11	27.50
6-10 years	24	60.00
11-15 years	3	7.50
16-20 years	1	2.50
21-25 years	1	2.50

Table 1 shows that early childhood educators are relatively in their late adulthood and are married. This implies that at this age the respondents have already gained a considerable length of experiences as well as the youthful energy which would warrant them to become effective, skillful and efficient in pedagogical task. As regards to highest educational attainment, majority of the respondents are Master's degree holders. When it comes to length of service, most of the early childhood educators have rendered 6-10 years of teaching. The data further show that in terms of employment status, most of the early childhood educators are regular or permanent.

Table 2. Summary Table on the Work Value Patterns of Early Childhood Educators

Work Values Pattern	Mean	Interpretation
Environmental	40.2	Strong
Familial	21.78	Strong
Intellectual-Achievement Oriented	50.05	Average
Interpersonal	57.93	Strong
Managerial	31	Strong
Material	35.15	Average
Occupational	45.75	Weak
Organizational	27.03	Very Strong
Religious	31.13	Very Strong
Variety	17.23	Average

It is shown in Table 2 that early childhood educators have “very strong” organizational and religious dimension of work value pattern. Early childhood educators believed that God is always in their midst as source of life in fulfilling their duties and responsibilities. This is supported by the findings of Malazzab [12] who found out that organizational and religious dimension manifested also by the police personnel as “Very strong”. Inasoria [13] cited that those who has a good working relationship, positive outlook, with moral and spiritual values, strong resistance to negative aspect in life is more likely to excel in the performance of his duties.

Environmental, familial and interpersonal and managerial dimension are manifested as “strong”. Intellectual-Achievement Oriented, Material, and variety dimension are rated “average”. On the other hand, Occupational dimension appeared as “Weak”. Early childhood educators believe that because of their fair, honest and committed superiors, teaching will always be there to stay in order to improve the people's economic way of life. Leveriza (14) pointed out that “good human relations in administration are built upon a firm foundation of mutual respect, goodwill and faith in the dignity and worth of employees as individual personalities”.

Table 3. Summary of the Mean Teaching Performance of the Respondents relative to the Key Result Areas as Reflected in their Individual Performance Commitment and Review Form

Key Result Areas	Mean	DS
Teaching Learning Process	4.45	VS
Pupils' Outcome	4.35	VS

Community Involvement	4.16	VS
Professional growth and development	4.12	VS
Category Mean	4.27	VS

As gleaned from the Table 3, all the key results areas along Individual Performance Commitment and Review Form (IPCRF) attained “very satisfactory”. This finding is similar to the study of Calandoy [15] that teachers are really performing their duties, roles and functions in school. It was also shown in her findings that their commitment and dedication to the system is of high regards.

Table 4. Test of Relationship between the Work Values and Teaching Performance of the

Work Value Dimension		Teaching Learning Process	Pupils' Outcome	Community Involvement	Professional Growth and Development
ENV	Pearson Correlation	.232	-.072	.062	-.127
	Sig. (2-tailed)	.150	.661	.705	.434
	N	40	40	40	40
FAM	Pearson Correlation	.423**	.016	.205	.065
	Sig. (2-tailed)	.006	.920	.205	.689
	N	40	40	40	40
INTAC H	Pearson Correlation	.377*	.029	.154	-.009
	Sig. (2-tailed)	.017	.859	.343	.958
	N	40	40	40	40
INTER	Pearson Correlation	.282	.063	.134	-.029
	Sig. (2-tailed)	.077	.701	.409	.858
	N	40	40	40	40
MNG	Pearson Correlation	.159	.034	.049	.055
	Sig. (2-tailed)	.327	.834	.766	.734
	N	40	40	40	40
MAT	Pearson Correlation	.189	.108	.067	-.044
	Sig. (2-tailed)	.243	.507	.679	.789
	N	40	40	40	40
OCC	Pearson Correlation	.323*	.119	.284	.071
	Sig. (2-tailed)	.042	.466	.075	.661
	N	40	40	40	40
ORG	Pearson Correlation	.342*	-.041	.119	-.006
	Sig. (2-tailed)	.031	.800	.463	.970
	N	40	40	40	40
REL	Pearson Correlation	.399*	.034	.031	-.153
	Sig. (2-tailed)	.011	.837	.850	.347
	N	40	40	40	40
VAR	Pearson Correlation	.159	.006	.121	.037
	Sig. (2-tailed)	.326	.971	.459	.823
	N	40	40	40	40

Teacher Respondents in terms of the Key Result Areas

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

Results of the study show that the teaching learning process is significantly associated to work values of early childhood educators. This implies that one of the key result area which is teaching learning process influences the work value patterns which are familial, intellectual-achievement, occupational, organizational and religious dimension of the respondents. However, taken as a whole, work values of teachers is not significantly related to their teaching performance. This implies that the work value patterns of the respondents do not affect their teaching performance. This substantiates the study of Eugenio [16]found out that there is no significant relationship between work values of teachers and their job performance. She revealed also that excellent performance of teaching duties among teachers does not always mean that teachers have positive work values.

Table 5. Significant Difference on the work value patterns of the respondents when grouped according to Profile Variable

		Age								CS				HEA		ES			LS				
ENV	Mean	42	41	40	39	42	33	40	40	39	40	45	40	40	38	32	41	40	40	39	45	33	
	F	0.631								0.366				0.106		2.045			0.877				
	Sig	0.704								0.778				0.900		0.144			0.488				
FAM	Mean	25	23	21	20	2	22	18	22	18	18	23	21	22	22	17	22	22	22	21	24	22	
	F	1.017								1.904				0.484		1.130			0.185				
	Sig	0.431								0.146				0.620		0.334			0.944				
INTACH	Mean	53	52	48	49	53	49	44	50	45	44	52	50	51.	52	40	50	49	51	49	53	49	
	F	0.969								1.391				0.642		2.655			0.256				
	Sig	0.461								0.261				0.532		0.084			0.904				
INTER	Mean	64	61	56	56	60	54	52	58	54	52	62	58	59	55	50	58	57	59	55	62	54	
	F	0.945								0.629				0.756		0.924			0.403				
	Sig	0.477								0.601				0.477		0.084			0.904				
MNG	Mean	30	32	29	30	31	28	25	30	30	25	34	30	31	31	26	30	30	31	29	31	28	
	F	1.020								1.129				0.324		0.717			0.269				
	Sig	0.430								0.350				0.725		0.495			0.896				
MAT	Mean	31	36	34	35	37	33	34	35	35	34	39	35	35	35	31	3	35	35	33	38	33	
	F	0.611								0.316				0.427		0.538			0.390				
	Sig	0.720								0.814				0.656		0.588			0.815				
OCC	Mean	47	47	44	45	47	48	44	46	41	44	45	45	47	45	38	46	45	46	45	49	48	
	F	0.799								0.952				0.862		1.776			0.475				
	Sig	0.578								0.426				0.431		0.184			0.754				
ORG	Mean	27	28	26	27	29	27	25	27	24	25	28	27	27	27	22	27	27	27	27	29	27	
	F	0.740								1.178				0.087		1.917			0.208				
	Sig	0.621								0.332				0.917		0.161			0.932				
TE	Mean	27	28	26	27	29	27	25	27	24	25	28	27	27	27	22	27	27	27	27	29	27	

	F	1.703								1.487				0.361		1.440			0.124			
	Sig	0.151								0.235				0.699		0.250			0.973			
VAR	Mean	20	18	17	17	17	16	15	17	17	15	18	17	17	16	16	17	17	17	16	18	16
	F	0.665								4.418				0.141		0.478			0.402			
	Sig	0.678								0.741				0.869		0.624			0.806			

The data reveal that there is no significant difference on the work value patterns of the respondents when grouped according to profile variable. This implies that regardless of profile variables the teachers' respondents showed the comparable work values. This finding is sustained by the studies of Belen and Cordova[17] that teachers profile variable did not in any way affect the teachers work values. The result is in contrast to the findings of Ayap [18] found out age, length of service, monthly income and educational attainment are highly influence/related to the work values.

5. Conclusion and Recommendation

The study revealed that the work value pattern of early childhood educators in the Division of Tuguegarao City is significantly related only to "teaching-learning process" as one of the key result areas of the teaching competence. However, taken as a whole, there is no significant relationship between work values of teachers and their teaching performance. Furthermore, excellent performance of teaching duties among teachers does not always mean that teachers have positive work values. However, although no significantly relationship exists, the researcher believes that early childhood educators have some intrinsic work values that affect their teaching performance as revealed by a "very satisfactory" teaching performance rating.

It is recommended the early childhood educators should maintain their favorable work values to be able to sustain their productiveness. Since early childhood educators in the Division are relatively young, they should be encouraged to pursue higher studies to upgrade their teaching skills and competencies, to strengthen further their work values and to achieve better output. The administrators as well the teachers should join hands to be able to ensure that their productiveness due to their favorable values is preserved and eventually using it for future endeavors in their organization. Future researchers should conduct a similar study using other variables than those utilized in this study.

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