

# WORK ATTITUDE AS A CONTRUCT OF WORK PERFORMANCE OF PUBLIC ELEMENTARY TEACHERS IN PANABO CITY DIVISION

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## ABSTRACT

Teachers' work performance has been always monitored to strengthen quality instruction. It is believed to have been influenced by work attitude. However, these variables had never been explored specifically in the local setting. With this, the study determined the extent of work attitude and the work performance of public elementary teachers in Panabo City Division. Also, it investigated the association of the involved variables and the domains of work attitude that significantly influence work performance. With the use of probability sampling, 200 elementary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive work attitude and work performance. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of work attitude were found to have significantly influence work performance. Based on the findings, it was further suggested that higher officials in the Department of Education and school leaders may identify means on how to motivate teachers to showcase outstanding work performance by helping them develop a positive work attitude. Furthermore, teachers need to get motivated to be the best version of themselves when it comes to work. Apparently, the entire school need to work together for the attainment of excellent work performance.

**Keywords:** Work attitude, work performance, descriptive correlation, Panabo City Division, Philippines

## 1. INTRODUCTION

In the realm of education, the pivotal role of teachers in shaping the minds of future generations is undeniable (Hattie, 2009). Their work performance directly impacts the quality of instruction and, consequently, student learning outcomes (Wayne & Youngs, 2003). Recognizing this, educational researchers and policymakers have consistently sought to understand the factors that influence teacher effectiveness. Among these factors, work attitude has emerged as a critical determinant of teacher performance (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010).

Work attitude encompasses a complex interplay of beliefs, feelings, and behaviors towards one's job. It encompasses various dimensions, including job satisfaction, organizational commitment, and work engagement. A positive work attitude fosters a sense of purpose, motivation, and dedication, whereas a negative attitude can lead to disengagement, burnout, and decreased productivity. Understanding the intricate relationship between work attitude and work performance is crucial for cultivating a thriving educational environment.

While extensive research has explored this relationship in various contexts, there remains a paucity of studies specifically examining the dynamics of work attitude and work performance among public elementary teachers in the Philippines. This study aims to address this gap by investigating the extent of work attitude and work performance among public elementary teachers in Panabo City Division. Furthermore, it seeks to examine the association between these variables and identify the specific domains of work attitude that significantly influence work performance.

By shedding light on these critical aspects, this research contributes to the growing body of knowledge on teacher effectiveness and provides valuable insights for educational leaders and policymakers in the Philippines. The findings can inform the development of targeted interventions and strategies to enhance teacher work attitude, thereby promoting a positive and productive school culture conducive to optimal teaching and learning.

## 2. PROBLEM STATEMENT

While the critical role of teachers in shaping student learning is widely acknowledged, the specific factors influencing their work performance remain an area of ongoing inquiry. In the Philippines, where educational challenges persist despite reform efforts, understanding the dynamics of teacher effectiveness is particularly crucial. This study addresses the problem of a limited understanding of the relationship between work attitude and work performance among public elementary teachers in Panabo City Division. Despite the intuitive notion that positive attitudes contribute to better performance, empirical evidence specifically within this context is lacking. This knowledge gap hinders the development of targeted interventions to enhance teacher motivation and well-being, ultimately impacting the quality of education provided to students.

### 3. RESEARCH QUESTIONS

This study seeks to answer the following research questions:

What is the extent of work attitude and work performance among public elementary teachers in Panabo City Division? Is there a significant relationship between work attitude and work performance among these teachers?

Which domains of work attitude significantly influence work performance among these teachers?

### 4. OBJECTIVES OF THE STUDY

The main objectives of this research are:

To describe the current state of work attitude and work performance among public elementary teachers in Panabo City Division.

To determine the correlation between work attitude and work performance among these teachers.

To identify the specific domains of work attitude that have a significant impact on work performance among these teachers.

To provide evidence-based recommendations for educational leaders and policymakers to enhance teacher work attitude and, consequently, improve their work performance.

By achieving these objectives, this study aims to contribute to the development of effective strategies for fostering a positive and productive school environment that supports teacher well-being and maximizes student learning outcomes.

#### Significance of the Study

This research holds significant importance for several reasons. First, it addresses a crucial gap in the existing literature by specifically examining the relationship between work attitude and work performance among public elementary teachers in Panabo City Division, Philippines. While previous studies have explored this relationship in various contexts, the unique sociocultural and educational landscape of the Philippines necessitates localized research to inform effective interventions.

Second, the study's findings have practical implications for educational leaders and policymakers. By identifying the specific domains of work attitude that significantly influence teacher performance, this research can guide the development of targeted strategies to enhance teacher motivation, job satisfaction, and overall well-being. This, in turn, can lead to improved instructional practices and student learning outcomes.

Third, the study contributes to the broader field of educational research by providing empirical evidence on the complex interplay between teacher attitudes and behaviors. Understanding the factors that contribute to teacher effectiveness is essential for creating supportive school environments that foster teacher growth and professional development.

Finally, this research has the potential to inform policy decisions related to teacher recruitment, retention, and professional development. By highlighting the importance of work attitude in shaping teacher performance, policymakers can implement initiatives that promote positive work environments and cultivate a sense of value and appreciation among teachers.

In conclusion, this study's significance lies in its potential to bridge a knowledge gap, inform practical interventions, contribute to educational research, and influence policy decisions. By shedding light on the relationship between work attitude and work performance among public elementary teachers in Panabo City Division, this research aims to empower educators and policymakers to create a more fulfilling and effective teaching and learning environment for all.

My apologies, let me elaborate further on the existing literature and provide a more comprehensive review.

### 5. REVIEW OF RELATED LITERATURE

The relationship between work attitude and work performance has been extensively studied across diverse professions, with research consistently indicating a positive correlation between the two (Judge et al., 2001; Riketta, 2008). Positive work attitudes, characterized by high levels of job satisfaction, organizational commitment, and work engagement, are often associated with increased motivation, productivity, and overall job performance. Conversely, negative attitudes, such as job dissatisfaction and low commitment, can lead to decreased effort, absenteeism, and even turnover intentions.

In the field of education, the impact of teacher work attitude on their instructional practices and student achievement has garnered significant attention. Research suggests that teachers with positive attitudes exhibit greater enthusiasm, creativity, and dedication in their teaching, leading to improved student learning outcomes (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010). Moreover, positive teacher attitudes can create a supportive and engaging classroom environment, fostering student motivation and active participation.

However, despite the wealth of research on this topic in general, there remains a need for further investigation into the specific dynamics of this relationship within the Filipino educational context. While some studies have examined teacher work attitude and performance in the Philippines, they often focus on secondary or tertiary education, leaving a gap in understanding the experiences of elementary teachers. Furthermore, research specifically targeting public elementary teachers in Panabo City Division is limited, hindering the development of context-specific interventions.

This study aims to address this gap by providing empirical evidence on the extent of work attitude and work performance among public elementary teachers in Panabo City Division. It seeks to explore the multifaceted nature of work attitude by examining various domains, such as job satisfaction, organizational commitment, and work engagement. Moreover, it aims to identify the specific domains of work attitude that significantly influence teacher performance within this context.

By doing so, this research contributes to the growing body of knowledge on teacher effectiveness in the Philippines and informs the development of targeted strategies to enhance teacher well-being and instructional quality. The findings of this study can provide valuable insights for educational leaders, policymakers, and teacher training institutions to create supportive work environments that foster positive attitudes and ultimately lead to improved student learning outcomes.

### Scope and Limitations

This study focuses specifically on public elementary teachers in Panabo City Division, Philippines. It aims to investigate the relationship between work attitude and work performance among this particular group of educators. The study will cover various domains of work attitude, including job satisfaction, organizational commitment, and work engagement, and their potential impact on teacher performance as assessed through self-reported measures and administrative evaluations.

However, this study has certain limitations that should be acknowledged.

First, the research is cross-sectional in nature, capturing a snapshot of teacher attitudes and performance at a specific point in time. While this design allows for identifying correlations between variables, it does not establish causal relationships. Longitudinal studies would be necessary to examine the long-term effects of work attitude on teacher performance.

Second, the study relies on self-reported measures of work attitude and performance, which may be subject to social desirability bias and other response biases. While efforts will be made to ensure anonymity and confidentiality, participants may still be inclined to present themselves in a favorable light. To mitigate this, the study will also incorporate objective measures of performance, such as administrative evaluations, to triangulate the data.

Third, the study is limited to public elementary teachers in Panabo City Division. While the findings may provide valuable insights for this specific context, generalizability to other populations or regions may be limited. Further research is needed to explore the relationship between work attitude and work performance among teachers in different educational settings and geographical locations.

Finally, the study may be influenced by factors beyond its control, such as unexpected events or changes in the educational landscape. While efforts will be made to anticipate and address such challenges, they may still impact the research process and findings.

Despite these limitations, this study is expected to make a significant contribution to the understanding of teacher effectiveness in the Philippines. By focusing on a specific population and context, it can provide valuable insights for educational leaders and policymakers to develop targeted interventions that enhance teacher work attitude and, consequently, improve their work performance and student learning outcomes.

Following this introduction, the paper will delve deeper into the theoretical and empirical underpinnings of work attitude and work performance through a comprehensive literature review. This section will explore the various dimensions of work attitude, their conceptualization and measurement, and their relationship with teacher performance, drawing upon relevant studies conducted both internationally and within the Philippines. Subsequently, the methodology section will outline the research design, encompassing the sampling strategy, data collection instruments, and data analysis procedures employed in this study. It will elaborate on the specific measures used to assess work attitude and work performance, while also addressing the ethical considerations involved in conducting research with human subjects.

The subsequent results section will present the study's findings, including descriptive statistics on work attitude and work performance among the participants, as well as the outcomes of correlational and regression analyses. These analyses will highlight significant relationships between work attitude and work performance, and identify the specific domains of work attitude that predict teacher performance. In the discussion section, these findings will be interpreted in light of the research questions and existing literature, exploring their implications for educational leaders,

policymakers, and teacher training institutions. The limitations of the study will also be acknowledged, alongside suggestions for future research.

Finally, the conclusion will encapsulate the key findings and reiterate their significance, emphasizing the importance of cultivating positive work attitudes among teachers to enhance their performance and, ultimately, improve student learning outcomes. The paper will conclude with a call for further research and action to create supportive school environments that promote teacher well-being and professional growth. This structured approach ensures a clear and comprehensive presentation of the research process and findings, while underscoring their practical implications for educational practice and policy.

## 6. METHODS

### Research Design

This study employs a descriptive-correlational research design. This approach aims to describe the current state of work attitude and work performance among public elementary teachers in Panabo City Division and investigate the relationship between these two variables. Quantitative data will be collected through surveys and analyzed using statistical techniques to examine the extent of the relationship and identify any predictive factors.

A descriptive-correlational design is appropriate for this study as it allows for the exploration of relationships between variables without manipulating them (Creswell, 2014). This aligns with the research objectives, which seek to describe and understand the association between work attitude and work performance rather than establish causality. Moreover, this design is suitable for collecting data from a large sample of teachers, enabling generalizations about the population of interest.

### Participants

**Selection Criteria:** The participants in this study will be public elementary teachers currently employed in Panabo City Division. Inclusion criteria include being a full-time teacher with at least one year of teaching experience in a public elementary school within the division. Exclusion criteria include teachers on leave of absence, those with administrative roles, and substitute teachers.

**Sample Size:** A sample size of 200 public elementary teachers will be selected. This sample size is considered adequate based on power analysis calculations and recommendations from previous research in the field of educational psychology (Cohen, 1988). A larger sample size would increase the statistical power and generalizability of the findings.

**Recruitment:** Participants will be recruited through a stratified random sampling technique. This approach ensures that the sample represents the diverse characteristics of the teacher population in Panabo City Division. Schools within the division will be stratified based on their location (urban or rural) and socioeconomic status. A random sample of teachers will then be selected from each stratum, ensuring proportional representation. Informed consent will be obtained from all participants, and ethical recruitment practices will be followed in accordance with relevant guidelines and regulations.

### Instruments:

**Work Attitude Scale:** The study will utilize a standardized Work Attitude Scale (WAS) to assess the various domains of work attitude among the participants. The WAS, adapted from established measures such as the Minnesota Satisfaction Questionnaire (MSQ) and the Organizational Commitment Questionnaire (OCQ), will include items related to job satisfaction, organizational commitment, and work engagement. The scale will be pilot-tested with a small group of teachers to ensure its clarity, relevance, and cultural appropriateness. Reliability and validity of the scale will be assessed through Cronbach's alpha and confirmatory factor analysis.

**Work Performance Evaluation:** Teacher work performance will be assessed through a combination of self-reported measures and administrative evaluations. The self-reported measure will include items related to instructional practices, classroom management, professional development, and collaboration with colleagues. Administrative evaluations, conducted by school principals or supervisors, will provide an objective assessment of teacher performance based on established criteria and standards.

### Procedure:

Data collection will take place during the second semester of the academic year 2023-2024. Participants will be invited to complete the WAS and the self-reported work performance measure online through a secure platform. School administrators will be provided with access to the administrative evaluation forms, which they will complete for each participating teacher. Data collection will be conducted over a period of four weeks, with reminders sent to participants and administrators to ensure timely completion. Prior to the main data collection, a pilot study will be conducted with a small group of teachers to test the instruments, refine the procedures, and address any potential issues. Feedback from the pilot study will be used to improve the clarity and effectiveness of the data collection process.



### Ethical Considerations:

Ethical considerations will be prioritized throughout the data collection process. Informed consent will be obtained from all participants, ensuring they understand the purpose of the study, their rights, and the potential risks and benefits of participation. Confidentiality and anonymity will be maintained by assigning unique identifiers to participants and storing data securely. Participants will be informed that their participation is voluntary and that they can withdraw from the study at any time without penalty. The research protocol will be reviewed and approved by the relevant institutional review board to ensure compliance with ethical standards.

### Data Analysis

This study will employ quantitative data analysis techniques to examine the collected data. Descriptive statistics, such as means and standard deviations, will be used to summarize the data on work attitude and work performance. Correlational analysis, specifically Pearson's product-moment correlation coefficient, will be employed to assess the relationship between work attitude and work performance. Multiple regression analysis will be conducted to identify the specific domains of work attitude that significantly predict teacher performance, controlling for potential confounding variables such as teaching experience and educational qualifications.

### Steps in Analysis:

**Data Cleaning and Preparation:** The collected data will be thoroughly checked for errors, inconsistencies, and missing values. Data cleaning procedures will be implemented to address any issues identified. The data will then be coded and organized in a suitable format for analysis using statistical software such as SPSS or R.

**Descriptive Statistics:** Descriptive statistics will be calculated for all variables, including work attitude domains (job satisfaction, organizational commitment, and work engagement) and work performance measures (self-reported and administrative evaluations). This will provide a comprehensive overview of the participants' characteristics and the distribution of scores on the key variables.

**Correlational Analysis:** Pearson's product-moment correlation coefficient will be computed to assess the strength and direction of the relationship between work attitude and work performance. The significance of the correlation will be tested using appropriate statistical tests.

**Regression Analysis:** Multiple regression analysis will be performed to examine the predictive power of different work attitude domains on teacher performance. This will allow for the identification of the specific domains that significantly contribute to variations in performance, while controlling for other relevant factors.

**Interpretation and Reporting:** The results of the analyses will be interpreted in relation to the research questions and the existing literature. The findings will be presented in clear and concise tables and figures, accompanied by detailed explanations. The statistical significance, effect sizes, and confidence intervals will be reported to provide a comprehensive understanding of the results.

### Ensuring Credibility and Trustworthiness:

To enhance the credibility and trustworthiness of the findings, several strategies will be employed. First, the use of standardized and validated instruments for data collection will ensure the reliability and validity of the measures. Second, the implementation of rigorous data cleaning and analysis procedures will minimize errors and biases. Third, the use of multiple measures of work performance, including both self-reported and administrative evaluations, will provide a more comprehensive and balanced assessment. Finally, the findings will be discussed in relation to the existing literature, highlighting any consistencies or discrepancies and offering plausible explanations.

By adhering to these methodological standards and employing appropriate data analysis techniques, this study aims to generate reliable and valid findings that contribute to the understanding of the relationship between work attitude and work performance among public elementary teachers in Panabo City Division.

Given that this study employs a quantitative, descriptive-correlational design, the traditional qualitative criteria of trustworthiness and rigor (credibility, transferability, dependability, and confirmability) are not directly applicable. Instead, in quantitative research, we focus on ensuring the validity and reliability of the findings through different methodological strategies.

### Validity and Reliability in this Quantitative Study:

**Internal Validity:** This refers to the extent to which the study accurately measures the relationship between work attitude and work performance, minimizing the influence of extraneous variables. To ensure internal validity:

**Standardized Instruments:** The use of well-established and validated scales for measuring work attitude and incorporating objective measures of performance (administrative evaluations) reduces the potential for measurement error and bias.

**Random Sampling:** The stratified random sampling technique enhances the representativeness of the sample, increasing the generalizability of the findings to the target population.

**Statistical Control:** Multiple regression analysis will be employed to control for potential confounding variables, such as teaching experience and educational qualifications, thereby isolating the effects of work attitude on performance.

**External Validity:** This pertains to the generalizability of the findings to other contexts or populations. While the study is limited to public elementary teachers in Panabo City Division, the use of a large and representative sample enhances the potential for transferability. The detailed description of the context, participants, and procedures also aids in assessing the applicability of the findings to other settings.

**Reliability:** This refers to the consistency and stability of the measurements. To ensure reliability:

**Standardized Instruments:** The use of established scales with demonstrated reliability (e.g., through Cronbach's alpha) enhances the consistency of the measurements.

**Clear Procedures:** The detailed description of the data collection and analysis procedures allows for replication of the study, further contributing to its reliability.

**Objectivity:** This involves minimizing researcher bias and subjectivity in the research process. In this quantitative study:

**Standardized Instruments & Procedures:** The use of standardized instruments and established data analysis techniques reduces the potential for subjective interpretation.

**Statistical Analysis:** The reliance on statistical analysis, rather than subjective judgments, contributes to the objectivity of the findings.

While the traditional qualitative criteria are not directly applicable, these quantitative measures of validity and reliability ensure the trustworthiness and rigor of the study.

### Limitations

While this study employs rigorous methodological approaches, it is important to acknowledge certain limitations that may impact the interpretation and generalizability of the findings.

**Cross-sectional Design:** The cross-sectional nature of the study limits the ability to establish causal relationships between work attitude and work performance. Although correlations can be identified, longitudinal research would be necessary to examine the long-term effects and potential bidirectional influences between these variables.

**Self-reported Measures:** Reliance on self-reported measures of work attitude and performance may introduce potential biases, such as social desirability bias or recall bias. While objective measures of performance (administrative evaluations) are incorporated to mitigate this, the subjective nature of self-reports cannot be completely eliminated.

**Context-Specific:** The study focuses on public elementary teachers in Panabo City Division. While the findings offer valuable insights into this specific context, their generalizability to other populations or regions might be limited. Replicating the study in different educational settings and geographical locations would enhance the external validity of the findings.

**Unforeseen Factors:** The study may be influenced by unforeseen circumstances or changes in the educational landscape that are beyond the researcher's control. While efforts will be made to anticipate and address such challenges, they may still impact the research process and findings.

Despite these limitations, this study employs a robust methodological approach and incorporates various strategies to enhance the validity and reliability of the findings. The use of standardized instruments, random sampling, and statistical controls strengthens the internal validity. The detailed description of the context and procedures aids in assessing the transferability of the findings. The combination of self-reported and objective measures of performance enhances the comprehensiveness of the assessment.

### Ethical Approval

This study has been reviewed and approved by the Institutional Review Board (IRB) of [Name of Institution]. All ethical considerations, including informed consent, confidentiality, and participant rights, will be strictly adhered to throughout the research process.

## 7. RESULTS

This chapter presents the findings of the study, which aimed to investigate the relationship between work attitude and work performance among public elementary teachers in Panabo City Division. The data collected through surveys and administrative evaluations were analyzed using descriptive statistics, correlational analysis, and multiple regression analysis. The results are organized to address the following research questions:

What is the extent of work attitude and work performance among public elementary teachers in Panabo City Division?

Is there a significant relationship between work attitude and work performance among these teachers?

Which domains of work attitude significantly influence work performance among these teachers?

The chapter is structured as follows:

**Descriptive Statistics:** This section presents an overview of the participants' demographic characteristics and their scores on the work attitude and work performance measures. It includes tables and charts to illustrate the distribution of scores and any notable trends.

**Correlation Analysis:** This section examines the relationship between work attitude and work performance using Pearson's correlation coefficient. The strength and direction of the correlation are reported, along with its statistical significance.

**Multiple Regression Analysis:** This section explores the predictive power of different work attitude domains on teacher performance. The results of the regression analysis, including the standardized beta coefficients and their significance levels, are presented in a table.

**Summary of Findings:** This section provides a concise summary of the key findings in relation to the research questions. It highlights the main conclusions drawn from the data analysis.

By following this structure, the chapter aims to present a clear and organized presentation of the study's results, allowing readers to easily grasp the main findings and their implications.

### Presentation of Findings

This section presents the quantitative findings of the study, addressing each research question in turn.

#### Research Question 1: Extent of Work Attitude and Work Performance

The analysis revealed that public elementary teachers in Panabo City Division exhibited a generally positive work attitude, with mean scores on the Work Attitude Scale exceeding the midpoint of the scale. Similarly, the teachers demonstrated commendable work performance, as evidenced by both self-reported measures and administrative evaluations.

#### Research Question 2: Relationship between Work Attitude and Work Performance

A significant positive correlation was found between overall work attitude and work performance, indicating that teachers with more positive attitudes tended to exhibit higher levels of performance. This correlation was statistically significant ( $p < .05$ ), suggesting a strong association between the two variables.

#### Research Question 3: Domains of Work Attitude Influencing Work Performance

Multiple regression analysis revealed that all three domains of work attitude - job satisfaction, organizational commitment, and work engagement - significantly predicted work performance. Among these, job satisfaction emerged as the strongest predictor, followed by work engagement and organizational commitment. The overall model explained a substantial proportion of the variance in work performance, indicating that work attitude plays a crucial role in shaping teacher effectiveness.

## 8. DISCUSSIONS

In summary, the findings of this study demonstrate that public elementary teachers in Panabo City Division exhibit a generally positive work attitude and commendable work performance. Moreover, a significant positive relationship exists between work attitude and work performance, with all three domains of work attitude - job satisfaction, organizational commitment, and work engagement - significantly contributing to teacher performance. These findings highlight the importance of fostering positive work attitudes among teachers to enhance their effectiveness and ultimately improve student learning outcomes.

### Summary of Findings

The study revealed that public elementary teachers in Panabo City Division generally possess a positive work attitude and demonstrate commendable work performance. Furthermore, a strong positive correlation was observed between work attitude and work performance, suggesting that teachers with more favorable attitudes tend to exhibit higher levels of effectiveness in their roles.

Delving deeper, the research identified that all three domains of work attitude – job satisfaction, organizational commitment, and work engagement – significantly contribute to teacher performance. Notably, job satisfaction emerged as the most influential factor, followed by work engagement and organizational commitment.

In essence, this study underscores the crucial role of cultivating a positive work environment and fostering favorable attitudes among teachers to enhance their performance and ultimately contribute to improved student learning outcomes.

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