

## Teachers' attitude towards work

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**Received:** 5 November 2021

**Available Online:** 5 January 2022

**Revised:** 29 November 2021

**DOI:** 10.5861/ijrse.2022.214

**Accepted:** 20 December 2021



ISSN: 2243-7703  
Online ISSN: 2243-7711

OPEN ACCESS

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### *Abstract*

One of the relevant factors to make teachers be satisfied and committed in the school they are working with is to have positive attitude towards their work. Their positive attitude and performance may be affected by the internal or external factors. This study is conducted mainly to know the attitude of teachers in San Pascual National High School towards work in terms of a) job satisfaction and b) commitment. Moreover, this study aims to know the factors that affect the teachers' attitude towards work. The respondents included are sixteen (16) teachers who represented the eight (8) departments. The researcher employed an in-depth interview among the respondents to gather the necessary data. Two representatives from the eight (8) departments participated in the study. A self-made guide questions were used for this research which underwent corrections and validations. The guide questions were composed of ten items under the two categories: a) job satisfaction; and b) commitment. Generally, the results of the teachers' responses revealed that SPNHS teachers are satisfied with their work; however, they are looking forward to some other professional development where they could engage themselves for their growth as educators.

**Keywords:** teachers, attitude, commitment, job satisfaction, work

## Teachers' attitude towards work

### 1. Introduction

Teaching is a noble profession at the same time, it entails a lot of responsibilities. Teaching is not only a classroom set-up routine activity but it demands other works needed to comply such as daily lesson logs, grades, and sometimes unexpected paper works. More so, a teacher does not only teach, but he/she also does his / her duty being a second father/mother, a mentor, a coach, a counselor, a facilitator, and the like. As a teacher, he/she must have passion in this kind of profession to deal not only with the students and co-workers but also with all the tasks to be assigned to him/her. Being happy and engaged in what a teacher is doing despite heavy working loads is more likely to be more productive in his / her work.

The productivity of an employee in any kind of workplace is affected by his / her behavior. In a school setting, the behavior and performance of a teacher often depend on how he/she feels about doing his / her work or dealing with students and co-workers (Organizational Behavior, 2012). As defined by Organizational Behavior, "an attitude refers to one's opinions, beliefs, and feelings, about aspects of the environment. At work, two particular job attitudes have the greatest potential to influence how employees behave: job satisfaction and organizational commitment" (2012).

Having positive attitudes help and motivate an individual to always do good to the best of his / her ability, however, there are still factors that might affect their attitudes which resulted in negative behavior as well. If there are factors that change the behavior of the employees, the managers and leaders must take action. Juneja (2018) enumerated some internal and external factors affecting employee behavior such as leadership, work culture, job responsibilities, effective communication, family and personal life, and relationship at work. She likewise explained in detail how managers and leaders should deal with these negative factors to help their employees.

In San Pascual National High School, the researcher does not only observe how the bulk of works affect the teachers' behavior and attitude at their work but he could experience it as well. With that motivation, he would like to assess the teachers' attitude towards their work and to know the factors that might affect them in performing their tasks in school. As part of the administration, the researcher would like to help the teachers on how to manage such negative factors and help them be more productive, happy, and committed in school.

### 2. Literature Review

Having a positive attitude towards work can make a teacher be satisfied with his/her teaching profession and find fulfillment in doing his/her tasks. Likewise, his/her commitment may be developed well if they find happiness in the community they belong.

Job satisfaction and commitment of an employee vis-à-vis teachers are mostly affected by external and internal factors which reflect on his/her job performance. In the study of Agho et.al (2013) entitled "Determinants of Employee Job Satisfaction:

An Empirical Test of a Causal Model" found out that the influential factors among the employees to like their job are the combination of the environment (opportunity), the job (routinization and distributive justice), and personality variables (positive affectivity and work motivation). Likewise, Juneja (2018) also enumerated both positive and negative factors that might affect the employees' job satisfaction. She also mentioned that it is a must for the leaders or administrators of a company or even a school to pay attention to the negative factors to sustain the employees' satisfaction with their job. It is one of the integral duties of the leaders or administrators to always be concerned with "recognizing the ways to increase morale, productivity, and gain a

competitive advantage” for their employees to help them always feel satisfied with their present job (Kapur, 2018).

The definition of Locke (1976) as cited by Demirtas (2010) in his study entitled “Teachers’ Job Satisfaction Level” appears to be the most referenced and generally accepted description which states that “job satisfaction as a positive or pleasant emotional state resulting to from a person’s appreciation of his/her job or experience”. It is indeed the feeling of contentment towards the job of an individual. Kapur (2018) stated in her study entitled “Factors Influencing Job Satisfaction” that an “organization can achieve success when the workforce and the personnel involved will be able to acquire job satisfaction from the job performances and the other associated factors.” She added that an employee who is always pleased and cheerful in his/her workplace or job always feels satisfied with his/her work and even improves the quality of his/her work.

Moreover, an employee who is happy with their work does not only feel satisfied but later became committed to the company or organization where they belong. Sutanto (1999) agreed that “committed employees give a big contribution to organizations because they perform and behave on achieving the organization’s goal.” He added that those employees who are committed are very happy to be a part of the organization. They believe in and feel good about the organization especially what it stands for. They intended to take part in the success of the organization. Many studies have already established the relationship between work commitment and the attitude of an employee in the workplace. Thus, “work commitment and attitude are related to the employees’ behavior and their performance efficiency” (Lee and Chen, 2013).

In the teaching profession, passion, dedication, and commitment are necessary to achieve the goal of the school because “teachers play an important role in promoting education by enhancing the capabilities of the students” (Mart, 2013). He also added that commitment is highly related to teachers’ work performance. Indeed, a committed teacher contributes a lot to the future of the students and schools. Likewise, they take part in the success of the school and the success of the students’ learning.

According to other studies, the psychological attachment of teachers to their profession is their commitment (Coladarci, 1992 cited in Mart 2013). “Teachers with high levels of commitment work harder, are emotionally attached to their schools and make more effort to carry out the goals in teaching” (Mart, 2013).

To assess the teachers’ current attitude towards their work, the researcher addressed the following questions:

- How may the attitude of the teachers towards work be described in terms of a. Job Satisfaction; and b. Commitment in School?
- What program of activities may be proposed to help teachers develop and maintain a positive attitude towards work?

### **3. Methodology**

#### *3.1 Participants*

The participants of the study comprised sixteen (16) high school teachers of San Pascual National High School. There were two (2) representatives from the eight (8) departments whom the researcher interviewed through a random sampling particularly the simple random sampling. Simple random sampling is an approach for getting a random sample. It involves picking the desired sample size and selecting observations from a population in such a way that means each observation has an equal chance of selection until the desired sample size is achieved. The researcher came up with the number of respondents considering that this is phenomenological research that focuses on the commonality of a lived experience within a particular group. According to Creswell (2013), the fundamental goal of this approach is to arrive at a description of the nature of the particular phenomenon. For phenomenological studies, Creswell (1998) recommends 5 – 25 interviewees,

and Morse (1994) suggests at least six interviewees.

### 3.2 Instrument

The researcher employed qualitative research. He conducted an in-depth interview among the respondents to gather the necessary data. Two representatives from the eight (8) departments participated in the study. Self-made guide questions were used for this research which underwent corrections and validations. The guide questions were composed of eight items under the two categories: a) job satisfaction; and b) commitment.

### 3.3 Procedure

Before conducting the survey, the researcher underwent the following procedures: Initially, he submitted a letter to the principal of San Pascual National High School to ask for permission to conduct an in-depth interview with the teachers. Once approved, he conducted it individually within a month with the utmost confidentiality. Soon after collecting the necessary information, the researcher analyzed and interpreted the data.

### 3.4 Data Analysis

To properly conduct the said study, the researcher first asked for the approval of the principal to conduct the in-depth interview. He assured the principal and the participants that the information that he gathered would be treated with utmost confidentiality for the purpose of the study.

## 4. Results

### 4.1 Attitude of the teachers towards in terms of Job Satisfaction

**Table 1**

*Attitude of the teachers towards work in terms of Job Satisfaction*

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Question 1.1: Overall, how satisfied are you with your present job?
Teacher 1: I am 100% satisfied.
Teacher 2: Yes, because it is fulfilling. If you're a good teacher who could touch the lives of the learners, it could be a forever lesson for the students and that's the most fulfilling job that a teacher could do.
Teacher 3: In terms of teaching, I am fulfilled. However, I am still looking forward to more seminars/conferences where I can attend to grow professionally.
Teacher 4: I am not satisfied with my job because I want in a higher office.
Teacher 5: I am very satisfied since I used to spread my knowledge in teaching and enjoying the teaching style of my subject to my students.
Teacher 6: Frankly and literally speaking, I am very much satisfied with my present job for I am doing this for more than twenty-three years. Though according to Locke, job satisfaction depends as much on external factors as well as on personal aspects.
Teacher 7: I am just satisfied or above average in my present job.
Teacher 8: I am perfectly satisfied with my present job since my skills and competencies are being acknowledged and it always gives me a reasonable degree of responsibility.
Teacher 9: Average satisfaction.
Teacher 10: I'm quite satisfied with my job.
Teacher 11: I am too satisfied for it helps a lot as a better individual and even my financial needs.
Teacher 12: I am fully satisfied with my present job. It may not be rewarding in monetary terms, but it provides vast opportunities for learning and growth.
Teacher 13: I am extremely satisfied being a teacher. It's not just an ordinary job for me but it is my "passion".
Teacher 14: I am partly satisfied with my present job as a high school teacher.
Teacher 15: I am quite satisfied with my work.
Teacher 16: Very satisfied as long as I am happy with everything I do.

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Based on Table 1, the interview conducted among the sixteen (16) teachers from eight (8) departments, most of them are satisfied with their work in San Pascual National High School. Many of them are fulfilled because they were able to teach and impart knowledge to their students. They find happiness in what they are doing because it is their passion to teach. It connotes that most of the teachers in San Pascual National High School are

satisfied with their present work. Their work gives them fulfillment financially and emotionally. According to Demirtas, "being positive with the job is a positive or pleasant emotional state resulting from a person's appreciation of his/her job or experience" (2010). They are in the state of happiness and fulfillment that makes them find satisfaction with their job despite unexpected work or tasks given to them. This positive or pleasant attitude makes teachers appreciate more his/her experience and job Locke (1976) as cited by Demirtas (2010).

**Table 2***Challenges encountered that make teachers less satisfied with their job*

Question 1.2: What challenges do you encounter that make you less satisfied with your job?
Teacher 1: None so far.
Teacher 2: Communication with others to handle a situation and taking the task /responsibility seriously by others.
Teacher 3: Sometimes I am less satisfied with my job whenever I encounter multiple tasks under pressure.
Teacher 4: Challenges would be the different personalities of my co-teachers.
Teacher 5: Nothing, everything went well.
Teacher 6: When I observed that others showed a bias toward others, I felt less satisfied with my work. But when I offered everything to God, I become renewed, because I know I was chosen to impart my knowledge and skills to my students for their life-long learning.
Teacher 7: Slow movement of step increment and promotions.
Teacher 8: I think it is about handling student needs, lack of parental support, and even criticism from a public that can be largely unaware of our everyday lives.
Teacher 9: I think the paper works in school. There are times that the message will be sent in the morning and the papers that are needed is to be passed on the afternoon
Teacher 10: One great challenge that I encounter is the overpopulation of students within a room or class.
Teacher 11: Too much paperwork and even the attitude of the students towards the teacher.
Teacher 12: The pressure I experience with my job may sometimes a bit discouraging.
Teacher 13: Balancing the different learning needs of students. Stay in contact with the parents of those students with misbehavior.
Teacher 14: Misalignment of teaching loads and lack of training/seminars
Teacher 15: When I have to work under pressure because I have to meet the unexpected work due on that day.
Teacher 16: The attitudes or behaviors of some of the students.

Table 2 showed that the challenges that make the teachers less satisfied were categorized into three: work-related, workmates, and student concerns. In terms of work, they are less satisfied whenever they work under pressure especially if they have to submit paper works immediately with the given limited time to comply with. Likewise, they feel less satisfied whenever they received multiple tasks unexpectedly that they have to finish on that day. Some teachers also aim to work in the office; however, they find quite a slow movement of step increments and promotions. They also find it less satisfying whenever they teach subjects not align with the field of their specialization. On the other hand, some teachers find it less satisfied with their workmates especially those who do not have the initiative in doing their respective work. Lastly, in terms of student concerns, teachers are less satisfied if: the class is overpopulated; students who misbehave in school; students' treatment with the teacher. Due to these factors, teachers became less satisfied with their work although some of them find these as challenges in their career. In the study conducted by Wodon et. al (2014), they summarized eight major factors that that matter on the satisfaction of the teachers such as: "professional recognition, opportunities for professional growth, interpersonal relationships/social activities with colleagues, salaries, benefits, working conditions, regular performance assessments, and the quality of head teacher leadership and supervision" which somehow coincides with the factors that make teachers of SPNHS less satisfied with their work.

It can be seen from Table 3 that the majority of the teachers' responses claimed that SPNHS is providing incentives, support, programs, or other related activities for teachers to help them be satisfied with their work, to grow professionally, and to work as a team towards one goal and for the welfare of all. When teachers are motivated because of incentives, support programs, or other related activities for teachers are likely to improve the status of the teaching of the teachers (UNESCO's International Institute for Educational Planning).

**Table 3**

*Incentives, support, programs, or other related activities for teachers to help them be satisfied with their work*

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Question 1.3: Does the school offer or provide incentives, support, programs, or other related activities for teachers to help them be satisfied with their work?

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- Teacher 1: Yes, the school provides support, programs, and other activities for teachers.  
Teacher 2: Yes.  
Teacher 3: Yes, however, it was not given equally to all teachers like in attending seminars or conferences.  
Teacher 4: The school provided support for seminars, training for teachers' improvement.  
Teacher 5: Yes! Our institution provided different programs, training, and seminars that will enhance me to become a more productive teacher.  
Teacher 6: Yes, the school bids and provides incentives, supports, programs, and other related activities for teachers. Like stress management for the teachers to help them be satisfied with their work and to break the monotony.  
Teacher 7: Yes, the school provides for the teachers but not enough.  
Teacher 8: I think It's about handling student's needs, lack of parental support, and even criticism from a public that can be largely unaware of our everyday lives.  
Teacher 9: Substitute in teaching will be an added point to our experience for ranking.  
Teacher 10: Yes, the school does, but it is not enough.  
Teacher 11: Yes Sir, San Pascual National High School has given too many incentives to its workers.  
Teacher 12: Yes. The school administration I believe has an honest intention of lightening our workloads. They are pursuing programs to lessen the stress of teachers. The school may not offer material incentives but its acknowledgment of the job that we greatly performed is overwhelming.  
Teacher 13: Yes.  
Teacher 14: Yes, partly.  
Teacher 15: Yes but I think it must be true to all like in attending seminars, training, and conferences.  
Teacher 16: Yes.
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**Table 4**

*Assistance offered by the school to help teachers be satisfied with their work*

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Question 1.4: What assistance could the school offer to help you be satisfied with your work?

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- Teacher 1: Same as what the school provides in question 3.  
Teacher 2: By having frequent direct contact with others, listening to what they say, and having honest two-way communication with them.  
Teacher 3: If the school will choose me to participate in seminars or conferences.  
Teacher 4: The assistance and support I received from the school are the following: LAC (learning action cell) sessions, instructional assistance, coaching, and technical assistance.  
Teacher 5: More training and activities suited for the development of my teaching methods and strategies.  
Teacher 6: By just providing fair assistance and equal support and treatment to everyone, all teachers will feel satisfied towards work.  
Teacher 7: Seminars and training for professional development.  
Teacher 8: Yes. They are giving us opportunities to attend seminars or even workshops to enhance our skills/ abilities that reasons why we are always highly motivated to teach all the time.  
Teacher 9: I think it was the communication with co-workers and the administration. For them to have a harmonious relationship and flow and goals in school  
Teacher 10: Seminars and training but not to all.  
Teacher 11: I guess having time to prepare everything before it is submitted in a given time.  
Teacher 12: Providing us a room for play. Because I think, all work and no play regimen may drain us all.  
Teacher 13: Conducting seminars and training like GAD and culminating activities that enhance our self and career awareness of being an efficient and productive teacher.  
Teacher 14: Alignment of teaching loads and providing us seminars and training.  
Teacher 15: Enough seminars, training, or conferences where I could attend to.  
Teacher 16: Pay attention to the students who have behavioral problems and take action if needed.
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As revealed in Table 4, the majority of the teachers find it very satisfying if the school gives them opportunities to attend various seminars, training, and conferences that will help them grow professionally. They want to be updated with their field that they could use in their teaching career. Ibao (2017) explained that "training and seminars increase academic faculty, enhance their teaching skills and communication, and develop their teaching personality". Indeed, professional development makes teachers more motivated and satisfied with their work. "By providing them with opportunities for personal and professional growth, continuously finding ways to expand the scope of their welfare and boost the management of their finances, and ensuring that their work conditions gradually improve by reviewing and simplifying systems and processes, we empower our teachers to grow into the kind of educators that they are meant to become and that our learners deserve,"

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(Briones, 2018).

#### 4.2 Attitude of the teachers towards in terms of Commitment in School

**Table 5**

##### *Attitude of the teachers towards work in terms of Commitment in School*

Question 2.1: How would you rate your commitment to working at San Pascual National High School?
Teacher 1: I am 100% committed while working in SPNHS.
Teacher 2: With a strong work that encompasses a positive and productive approach to work.
Teacher 3: I am committed to my work at SPNHS.
Teacher 4: 10 being the highest, the rate is 7.
Teacher 5: I am 100% committed to my profession.
Teacher 6: For I have been teaching in this institution for almost twenty-three years, I can say I am 100% committed at San Pascual National High School.
Teacher 7: Based on my experience, I always give my best in my job, either in teaching or in sports particularly.
Teacher 8: The school provides a positive learning environment and increases teachers' engagement in any school-related activities and continues to develop the skills of the teachers.
Teacher 9: For 1-10 I'll go for 7.
Teacher 10: Teaching is my passion so I rate myself 9 over 10.
Teacher 11: If the rating will start at 1 to 10...I will rate myself as 8. I am truly committed to my work for I know my life will not be complete without that.
Teacher 12: On a scale of 1-5, 5 being the highest, I fully commit myself to contribute to the welfare and well-being of the school. I rate my commitment to 5.
Teacher 13: 5/10.
Teacher 14: 80% only.
Teacher 15: I am committed to my school especially with my work.
Teacher 16: My heart is in San Pascual National High School, employees are my family.

The result of the interview in Table 5 showed that the teachers of SPNHS are all committed to their work. The majority of them find it fulfilling working in this school and they find a family in the community. According to Altun (2017), "teacher commitment is an internal force that derives teachers to invest more time and energy in keeping up involvement in the school. This willingness in promoting the school creates an emotional link between teachers and the school which ultimately inspires teachers to seek ways to enhance the teaching profession and establish an effective learning environment to allow students to reach their targets. Commitment to teaching is a crucial factor to contribute to the achievement of students".

Sutanto (1999) agreed that those committed employees make a big contribution to organizations, even in the school setting, because they are empowered and motivated to perform and behave on achieving the organization's or school's goal. Having committed teachers would be of great help in molding the future of the students and schools. Likewise, committed teachers will have a great impact on the success of the school and the students' learning (Mart, 2013).

**Table 6**

##### *Commitment to meet the Vision-Mission of the School*

Question 2.2: Is the Vision-Mission of the school clear? How do you help the school to meet its Vision-Mission?
Teacher 1: Yes, by working effectively and efficiently with my fellow educators, parents, students, other concerned people.
Teacher 2: Yes, because when you completed tasks, you probably penned these statements with no clear picture as to how you would meet these ultimate goals. Instead of allowing your lack of a clear plan to lead you to push these goals to the side, you should work toward meeting these endpoints actively. While doing so may be challenging, with effort, you can bring these goals to fruition.
Teacher 3: Yes. By always keeping in mind the Vision-Mission of the school which I have to always bring forth to the students.
Teacher 4: The mission and vision are clear; the environment makes it harder for the teachers to comply with it.
Teacher 5: Teaching my students to become more nationalistic and God-fearing people.
Teacher 6: Yes, the Vision-Mission of the school is very clear. By following what is stated on the Mission-Vision statement and performing my duty as a teacher as well as my other duties and obligations, I can say I am a great help to meet the School's Mission and Vision.
Teacher 7: Yes, it was very clear. As a teacher, I tried to inject or insert in my classroom discussions and activities.

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Teacher 8: Aside from being punctual and prepared when at work, I also respect our school's property and policies or attending meetings when expected.  
Teacher 9: Yes, as a teacher it is our duty and responsibility to inculcate learning and values to our clients.  
Teacher 10: Yes it is clear, I am always after the welfare of the students even though I sacrifice a lot just for them to learn not just in academics but also in extra-curricular activities.  
Teacher 11: By helping my colleagues to make things possible.  
Teacher 12: The Mission and Vision identify all the stakeholders that make up a school. Being part of SPNHS means upholding the school's mantra, "Be the best!"  
Teacher 13: Through looking forward and seeking to motivate and unify every learner to achieve the very best of my students.  
Teacher 14: Yes, by acting on my responsibilities as a teacher.  
Teacher 15: Yes, by putting it into action.  
Teacher 16: I spend days preparing my lessons.

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Table 6 showed that most of the interviewees mentioned that the Mission-Vision of the school is clear to them. They extend efforts to meet not only the needs of the students and the community but achieving the Mission-Vision of the school. The Mission-Vision describes what the school wishes to achieve. It is a must for the teachers and the whole community as well, that they have common beliefs towards achieving common goals. Both the Mission and Vision statements of a school play an important role in achieving its purpose (Vanderelst, 2017).

**Table 7**

*Efforts spent in preparing their lessons*

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Question 2.3: How much effort do you spend in preparing your lessons for your students?

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Teacher 1: I do lots of effort and takes time in preparing lessons.  
Teacher 2: When lecturing on material that is familiar to me, I can spend two to three hours preparing a one-hour lecture.  
Teacher 3: I prepared my lessons well but sometimes, due to congested work, I was not able to prepare PPT or learning materials always.  
Teacher 4: I spend half of my efforts, because most of the time, we, teachers are surprised with multiple tasks and immediate deadlines.  
Teacher 5: Securing that I was equipped with information and ideas before teaching my lesson and showing passion to my learners.  
Teacher 6: Honestly speaking, I exert and spend too much effort in preparing my lessons for my students. First, because the lesson is not yet familiar to me and I am not a National Certificate holder of that major subject and second, there are no resources, I just asked the help of friends from other institution.  
Teacher 7: I gave/spent enough time to study and prepare my lessons.  
Teacher 8: I always see to it that in every discussion, students find enjoyment and assure that I influence and communicate with them more effectively.  
Teacher 9: I ask another seasoned teacher about the strategies they used and I also research on how to execute lessons properly that the students can understand easily.  
Teacher 10: I exert so much effort even there are lots of preps that I must do because of the lack of teachers in our school.  
Teacher 11: I do all the best that I can be.  
Teacher 12: I use all necessary resources to be able to impart learning to my students.  
Teacher 13: By accomplishing and submitting lesson plans on time by doing or working it before leaving the school, or maybe at home when evening or even weekends.  
Teacher 14: I am updating my lessons regularly.  
Teacher 15: I do prepare well my lessons for the welfare of my students.  
Teacher 16: Yes.

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Most of the teachers are always motivated in preparing their lesson/learning plans and learning materials as presented in Table 7. It shows that majority of the teachers have passion and motivation in teaching as they always put extra effort into what they are doing especially for the welfare of the students. The interview conducted show how teachers never neglect the importance of Lesson Planning because truly "it is at the heart of an effective teacher" (Richards, 2013).

**Table 8***Submission of requirements and other paper works on time*

Question 2.4: Do you observe submitting requirements or other paper works on time?
Teacher 1: Yes, I observe submitting requirements on time.
Teacher 2: Yes.
Teacher 3: Yes, I always try my best.
Teacher 4: We are required to, sometimes the substance is jeopardized.
Teacher 5: Yes! Setting up important papers, forms, reports, and other documents are parts of my profession and making it sure that it must be submitted on time.
Teacher 6: The TLE department tried to observe submitting requirements and other paper works on time, although there are times some are the cause of delay.
Teacher 7: Yes, because I do not like to receive memos or negative feedback.
Teacher 8: Yes. I always make sure that the tasks/ requirements given to me are mostly submitted on time or sometimes ahead of time.
Teacher 9: Yes.
Teacher 10: I observe submitting requirements on time most of the time
Teacher 11: Sometimes I am late because I am a lack of resources.
Teacher 12: I try my best to submit the requirements on time. I do most of the time, provided that the time frame is reasonable.
Teacher 13: Yes.
Teacher 14: Yes.
Teacher 15: I do my best but sometimes I fail to do so due to other works that I have to comply with.
Teacher 16: Yes.
Teacher 16: Yes.

Table 8 presented that the SPNHS teachers observe submitting all their requirements on time. They always try their very best to comply even they were given a little time to finish it. Being on time demonstrates that teachers are diligent and dependable. It also indicates that they honor their commitments entrusted to them. Moreover, it shows that teachers respect other people as much as how they care for their time as well (Smith, 2017).

#### 4.3 Proposed program of activities to help teachers develop and maintain positive attitude towards work

**Table 9***Proposed program of activities to help teachers develop and maintain positive attitude towards work*

Main Concern	Objectives	Proposed Activities	People Involved	Time Frame	Success Indicators
Professional Development for Teachers	To give all teachers the opportunity to participate in seminar, training, workshops, and conferences;	Plan of Rotational Participation of Teachers The Head Teachers, with the approval of the Principal, will plan for the whole year and assign teachers rotationally who will attend seminars, training, workshop, and conferences.	All Teachers Head Teachers Principal	All year round	100% of the teachers will be able to attend, participate in seminar, training, workshops, and conferences
	To ensure that the teachers will be updated with the development in education and they will engage themselves towards updating and continued learning;	Learning Action Cell (LAC) Session  Learning Action Cell (LAC) Session will be conducted to create an engaging community towards the development of every teacher and of the school.	All Teachers Head Teachers Principal	All year round	90% of the teachers will be given the chance to be a leader, facilitator, or presenter during the LAC Session.
Stress Management Seminar-Workshop	To help teachers handle stress management and multiple tasks to be done under pressure;	Stress Management Seminar-Workshop  Seminar-workshop will be given to the teachers on Stress Management to	All Teachers Head Teachers Principal	Thrice a year	90% of the teachers will be able to manage their stress and the unexpected multiple tasks to

		help them be more enlightened with the kind of work a teacher has especially with multiple tasks.			be given to them.
Faculty Development	To allow teachers to relax off from work and to give them the chance to know their co-teachers well.	Team Building  The SPNHS community will be given a break off from work to relieve their stress and fatigue.	All Teachers Head Teachers Principal	Twice a year	100% of the teachers will participate in the said activity and will deepen their relationship with their co-workers.
Faculty Appraisal	To encourage more the teachers to continue to do their best and be more committed with their work despite multiple tasks To let them realize that all of their effort and commitment are worth sacrificing for.	Teacher of the Month  Through the observations of the Head Teachers and Principal, they will collaborate to identify whose teacher performed their very best with their tasks.	All Teachers Head Teachers Principal	Every month	100% of the teachers will be motivated more to do their tasks faithfully and happily.

## 5. Discussion

### 5.1 Attitude of the teachers towards work in terms of Job Satisfaction

The teachers' attitude towards work in terms of job satisfaction was affected by different factors. It shows that they are satisfied with their work; however, they are looking forward to more professional development which the school may provide for them. They work and give their best for the school but sometimes, due to unexpected multiple tasks to comply with, they tend to finish it for the sake of completion.

### 5.2 Attitude of the teachers towards work in terms of Commitment

The teachers' attitude towards work in terms of commitment in school is very satisfying. SPNHS is very blessed because they have committed teachers who work towards attaining the Mission-Vision of the school. The teachers manifest enthusiasm in teaching especially for the welfare of the students. They never fail to give what is due to the students. They prepare their lessons to the best of their abilities and they submit the requirements on time even they were given a limited time to accomplish it.

## 6. Conclusion

To sum up, the factors that affect the attitude of the SPNHS teachers towards work were summarized as follows: 1) multiple and unexpected tasks (paper works); 2) environment (teachers and superiors); and 3) stress. It shows that there were external and internal factors that affect teachers' attitude towards work which coincide with Juneja's (2018) enumerated internal and external factors that affect the behavior and attitude of an employee such as leadership, work culture, job responsibilities, and effective communication.

Generally, SPNHS teachers are committed to their work; however, some factors sometimes affect their attitude towards their work. These external and internal factors will be addressed to the proper authority to help the teachers meet their needs and be more satisfied with their work. It is highly recommended that the school administration will always take action against the negative factors that affect teachers' satisfaction and commitment to their job to provide them the necessary faculty program which intends to uplift their positive attitude toward work.

The proposed program of activities will be adopted in the school to maintain the teachers' fulfillment and satisfaction in their respective work. Since unexpected multiple tasks are usually unavoidable, work incentives

will be awarded to those teachers who do their tasks willfully and responsibly. Seminars, training, and workshops will continue to be done in the school to give other teachers an opportunity for professional growth.

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