

The impact of job satisfaction, anxiety, and attitude toward teaching on individual performance commitment and review form (IPCRF) rating

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Abstract

This study aimed to determine the level of job satisfaction, anxiety, and attitude toward teaching. It further determined their impact on the Individual Performance Commitment and Review Form (IPCRF) rating of teachers for the school year 2021-2022. This was based on the propositions of Vroom's Expectancy Theory, Adam's Equity Theory, and Rosenthal's Pygmalion Theory. This study used a mixed exploratory research design. In the qualitative phase of the study, the sources of job satisfaction were identified through personal interviews. In the quantitative phase, a researcher-made questionnaire was used to determine the extent of job satisfaction, anxiety, and attitude toward teaching, and a correlational approach was employed in finding the relationship between teachers' job satisfaction, anxiety, and attitude toward teaching the IPCRF of 151 teacher-respondents in Rizal district, Division of Occidental Mindoro. It then underwent thematic and statistical analyses. Descriptive statistics such as weighted mean on the extent of job satisfaction, anxiety, and attitude toward teaching; frequency and percentage of the IPCRF rating and multiple regression analysis and t-test were used to identify the significant relationship among job satisfaction, anxiety, and attitude toward teaching to the IPCRF rating. Findings revealed that the status of teachers' job satisfaction was highly satisfied, the level of teachers' anxiety was of moderate extent and teachers' attitude toward teaching was of high extent. These combined factors can affect the IPCRF rating of the teachers. Thus, activities are recommended to strengthen the positive and healthy working environment to motivate teachers to perform well in school.

Keywords: job satisfaction; anxiety, attitude toward teaching, the Individual Performance Commitment and Review Form (IPCRF) rating, mixed exploratory research

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1. Introduction

Teachers are catalysts of national progress (Mammen, 2015). With them, according to Shukla (2014), the nation can produce and develop learners, who may lead the country to development and progress. The quality of citizens lies upon the quality of their education, and the quality of their education depends upon the quality of their teachers. Therefore, enhancing teachers' quality and upholding quality teaching standards should be given the utmost importance for long-term and sustainable nation-building.

In this regard, to enrich reform initiatives on teacher quality, the Philippine Professional Standards for Teachers (PPST) has been developed and nationally validated. In line with this, new professional standards for teachers were implemented by the Department of Education, through the Teacher Education Council (TEC). They issued DepEd Order No. 42, s.2017 entitled "National Adoption and Implementation of the Philippine Professional Standards for Teachers" it says that teacher quality can be measured through well-defined domains, strands, and indicators that provide professional learning, competent practice, and effective engagement across teachers' career stages (National Adoption and Implementation of the Philippine Professional Standards for Teachers DO 42, s. 2017). Thus, the individual tasks and responsibilities that are specified in the IPCRF serve as the framework to describe the work performance of teachers.

Many factors, however, influence how well a person executes his task(s). This is also true of educators. As a result, it emphasizes the need for research into the variables that influence teachers' work performance. Numerous researches in the past, dealt with how IPCRF influenced work performance (Rachman, 2021). However, this study emphasized three variables that showed an impact on the IPCRF rating these are job satisfaction, anxiety, and attitude toward teaching. Performance evaluation had an impact in different ways. It can increase satisfaction and possess a positive attitude in their learning station if the teachers have an excellent rating however some who gathered an unpleasant rating might experience anxiety resulting in an uneasy learning environment. As a result of the said circumstances, the researcher was motivated to conduct this study to ascertain if the level of job satisfaction, anxiety, and attitude toward teaching affected the IPCRF rating of Elementary teachers in Rizal district, Division of Occidental Mindoro.

1.1 Statement of the Problem

This study was undertaken to determine the factors that influenced the Individual Performance Commitment and Review Form (IPCRF) rating of the teachers in Rizal District. It particularly sought solutions to the following questions: (1) What is the most important thing that makes you satisfied as a teacher? (2) What is the status of job satisfaction of the respondents? (3) What is the level of the respondents' anxiety? (4) What is the extent of the respondent's attitude toward teaching? (5) What is the level of the respondents' IPCRF rating? (6) Is there a significant relationship between the level of job satisfaction and their IPCRF rating? (7) Is there a significant relationship between the respondents' level of anxiety and their IPCRF rating? (8) Is there a significant relationship between the respondents' extent of attitude toward teaching and their IPCRF rating? (9) What program can be proposed to improve the respondents' IPCRF Rating?

1.2 Significance of the Study

The findings of this study can provide pertinent information to the different agencies which can be helpful in the delivery of their service, especially on work days. Benefitting from the study are the various sectors: First, to Department of Education Sub-Office, while innovations and revamps are constantly being spearheaded by new

government officials, results of this study will essentially guide policymakers and lawmakers on how to further improve the working conditions of teachers. Moreover, they may create schemes and devise a system in order to keep highly skilled professional teachers in the field so as not to result in leaving the country. This will provide them with the springboard information in crafting long-range to short-range plans. Second, to the school heads and principals. The duty of keeping, safeguarding, and promoting teachers' morale and satisfaction rests not only on government officials. As school heads and principals are directly in contact with the teachers, they know exactly what the needs and wants of the common teachers. Through this study, they could also create ways on to enhance teachers' attitudes and satisfaction. This lies primarily on their good managerial leadership skills. As such they may create their own steps that will locally urge and motivate their teachers so that they stay inspired in their job despite anxiety, complexities, and odds in the educational system. In this way, teachers will have that sense of belongingness that they are being cared for and protected by their immediate superiors.

Third, to the teachers, the results of this study will help to create awareness on the level of anxiety about the IPCRF rating of teachers so that experts will take action to avoid the anxious feeling of teachers. The findings of this study will serve as input to enhance the teaching and learning process by improving teachers' job satisfaction and their attitude toward teaching. It can also contribute to the encouragement of teachers within the schools by initiating schools' management and department heads in schools to improve teachers' job satisfaction and attitude toward teaching and lessen the anxiety level of teachers by offering a clear picture of teachers' job satisfaction and their attitude toward teaching practices for schools. Fourth, to the school, by considering the results, this study could benefit the school in planning, designing, and employing better strategies to enhance job satisfaction and the attitude of teachers toward teaching and look for interventions to avoid the anxious feeling of teachers in making IPCRF. Next to the parents, this study could help the parents in making harmonious relationships with the other stakeholders of the school to improve school facilities and programs to ensure conducive and meaningful learning of the pupils. Next to the pupils, the performance of the teacher had an effect on the academic achievement of the children. Based on the findings, this study could benefit students by improving teachers' effectiveness and efficiency with their students. Lastly, to future researchers, while there is relatively a large body of research supporting the relationship between teachers' satisfaction, anxiety, and attitude toward teaching, essentially, the results of this study will generate information as to the relationship between teachers' work satisfaction, anxiety and attitude toward teaching which as of the moment yields scarce to few literatures. It will also validate empirical studies concerning the meaningful relationship among them. Thus, other researchers, especially the local researchers, may wish to dwell on this area whose offshoots will provide deeper and more local information in the same sphere of influence that could also be used by the local education authorities to improve teachers' working conditions.

1.3 Scope and Delimitation of the Study

This study focused on determining the factors that influenced the IPCRF rating of teachers and the level of job satisfaction in terms of work responsibility, practices of the school head, school ambiance, learners, class size, co-worker's attitude, parents' support, salary, and support from LGU. The level of anxiety to learners, lesson planning, paper works, and class observation. Level of attitude toward teaching in terms of making positive comments, accepting extra work, personal sacrifices, accepting criticism, and chilling out with co-workers. Also, the relationship of job satisfaction, anxiety, and attitude toward teaching in the IPCRF rating. The respondents of the study were regular permanent teachers in 22 schools of Rizal District, Division of Occidental Mindoro. The researcher gathered the IPCRF rating of each respondent in S.Y. 2021-2022 to determine the performance rating of the teachers. This research paper was conducted this school year 2022-2023.

2. Methodology

Research Design - The main purpose of the study is to determine the factors that influence the Individual Performance Commitment and Review Form (IPCRF) rating of teachers and the level of job satisfaction, anxiety, and attitude toward teaching elementary teachers in the Rizal district. This study used mixed sequential

exploratory research. Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research. In the qualitative phase of the study, 30 teacher-respondents were asked about their sources of job satisfaction through an interview. In the quantitative phase of the study, the extent of job satisfaction, anxiety, and attitude toward teaching was determined and the correlational approach was employed in finding the relationship of teachers' job satisfaction, anxiety, and attitude toward teaching to the IPCRF of teachers in Rizal district.

Respondents of the Study - There were 151 actual respondents from the 243 public elementary school teachers in 22 schools in Rizal District, Division of Occidental Mindoro in the school year 2022-2023. Since there were 22 respondent- schools, stratified sampling was used to ensure that each school had respondents proportionate to its population size. Out of the 243 total population of elementary teachers in Rizal District, there were 151 respondents. It was computed through the Raosoft sample size Calculator.

Research Instrument - The study probed into the impact of job satisfaction, anxiety, and attitude toward teaching on the IPCRF of the teachers. The researcher conducted an interview in order to identify the most important thing that satisfied teachers. In addition, a survey questionnaire was employed to know the level of job satisfaction, anxiety, and attitude toward teaching a teacher. Survey question as defined by Sukamolson (2013) enables the researcher to elicit information in-depth from respondents who might not be reachable in another way (homebound, rural, etc.). A researcher-made questionnaire was used as an instrument in this study. The first part of the questionnaire is for the extent of job satisfaction of teachers. The teacher-respondents were asked to rate each statement using the Five-Likert scale. On the other hand, the second part of the questionnaire is for the extent of teachers' anxiety. Lastly, the third part of the questionnaire is about the extent of teacher's attitudes toward teaching. The teacher-respondents were asked to rate the items using the Likert scale of (1) Seldom, (2) Occasionally, (3) Frequently, (4) Usually and (5) Always.

The researcher-made questionnaire was checked and validated by graduate school professors of Divine Word College of San Jose. Their comments and suggestions were incorporated into the final draft of the questionnaire. After the validation of the research instrument, it was administered at once to the thirty (30) teacher-respondents who were excluded from the final administration of the instrument. Spearman-Brown formula and split-half method were used. Below is the result of the reliability test. Since the questionnaires recorded high to very high reliability coefficients, these could be administered to the final group of respondents.

Table 1

Reliability Results of the Instruments

COMPONENTS	RELIABILITY COEFFICIENT	INTERPRETATION
Job Satisfaction	0.912	Very High Reliability
Anxiety	0.729	High Reliability
Attitude Toward Teaching	0.702	High Reliability

Data Gathering Procedure - Approval and recommendation from the panel of examiners of the graduate school were the first two steps. A letter of request to conduct this study was forwarded to the Office of the OIC-Schools Division Superintendent, Dr. Loida P. Adornado and Public Schools District Supervisor, Dr. Cecile V. Jose. Upon approval, permission from the school heads in Rizal District was secured before the actual gathering of data. The researcher conducted an orientation about the purpose of the study. To gather the needed data, the survey questionnaire checklist was personally administered, distributed and facilitated by the researcher. The respondents were oriented with the significance of the survey, so honest responses were elicited from them. The researcher gathered the summary of the IPCRF Rating of Teachers in Rizal district for SY 2021-2022, which was needed to determine their performance rating.

Statistical Treatment of the Data - The data collected were presented in a tabular form for the simple interpretation. Statistical tests were done through the aid of Statistical Package for Social Sciences (SPSS) version 26. To determine the sources of job satisfaction, a qualitative method was employed where respondents'

responses were drawn and analyzed using thematic analysis. Thematic analysis is a qualitative data analysis method that involves searching throughout a data collection to detect, analyze, and report on repeating patterns (Braun & Clarke, 2006). It is a data description method, but it also incorporates interpretation in the processes of selecting codes and developing themes (Kiger & Varpio, 2020). Descriptive statistics such as computation of weighted mean and standard deviation were used to describe the extent of differences of responses in the level of job satisfaction, anxiety and attitude toward teaching using the researcher-made questionnaire. To determine the extent of relationship between the level of job satisfaction, anxiety and attitude toward teaching to the respondents' IPCRF rating, multiple regression analysis was used.

Ethical Considerations - The permission of the district supervisor, school head, and superintendent of the school's division must all be obtained before the study can be carried out. The respondents were orientated in a face-to-face setting. Issues and concerns were discussed at the orientation, consent was obtained for the study, and the questionnaire was administered face-to-face. The researcher completed the survey and then gathered the questionnaires.

3. Results and Discussions

Research participants comprised of 15 teachers were interviewed as to what was the most important thing that made them satisfied as a teacher. The themes were drawn out of the result of the interview. Figure 1 shows the final thematic map that illustrates several things that are considered important to them in serving as a teacher. From the initial themes that were identified, eight main themes emerged and these are salary, class size, parents' support, LGU support, practices of the school principal, school ambience, job promotion and work responsibility. These themes then served as the basis for the items included in the questionnaire of the study. The final theme reveals that the teachers were satisfied in different factors which helped them do their job well. Which according to Modest & Onyango (2021) if the teachers were not satisfied with their workplace, it can affect teacher performance.

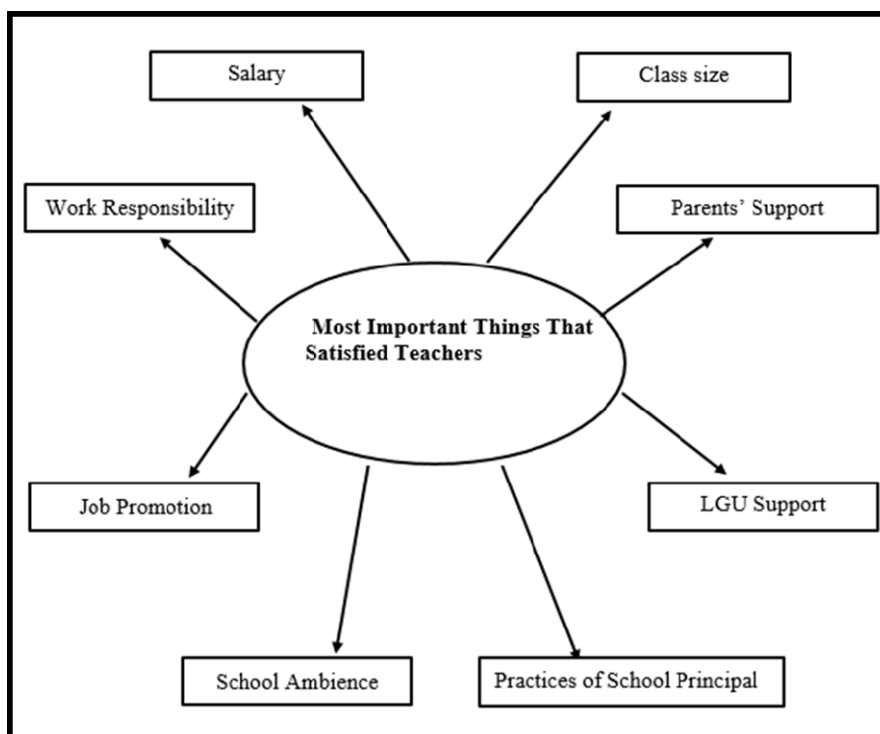


Figure 1. Final Thematic Map

Table 2*Mean Extent of Status of Job Satisfaction*

Indicators	Weighted Mean	Standard Deviation	Verbal Description
I am satisfied with the pay for the work I do.	3.20	.872	Moderately Satisfied
I am satisfied with the students assigned to me.	3.56	.813	Highly Satisfied
I am satisfied with the technical knowledge of my principal.	3.81	.746	Highly Satisfied
I am satisfied with my workloads assignment.	3.68	.744	Highly Satisfied
I am satisfied with my co-workers' attitude.	3.46	.971	Highly Satisfied
I am satisfied with the class size distribution.	3.82	.792	Highly Satisfied
I am satisfied with the career opportunity.	3.72	.786	Highly Satisfied
I am satisfied with the faculty development in school.	3.70	.748	Highly Satisfied
I am satisfied with the in-service training in school.	3.68	.743	Highly Satisfied
I am satisfied with our school ambience.	3.84	.731	Highly Satisfied
I am satisfied with the spirit of cooperation among co-workers.	3.79	.754	Highly Satisfied
I am satisfied with my parents' support in the school.	3.47	.870	Highly Satisfied
I am satisfied with the help extended by the LGU.	3.23	.905	Moderately Satisfied
I am satisfied with the leadership style of my principal	3.68	.813	Highly Satisfied
I am satisfied with the job promotion opportunity in school.	3.81	.778	Highly Satisfied
Composite Mean	3.63	.804	Highly Satisfied

Scale: 4.20-5.00- Very Highly Satisfied; 3.40-4.19- Highly Satisfied; 2.60-3.39- Moderately Satisfied; 1.80-2.59 – Slightly Satisfied; 1.00-1.79- Least Satisfied

Table 2 shows the mean extent of status of job satisfaction. The high level of satisfaction of the elementary teachers of Rizal District in the province of Occidental Mindoro share the same assessment as with the teachers in the Division of Misamis Occidental who were highly satisfied with their job, as disclosed by Baluyos et al. (2019). Performing the teaching duties around a good school ambience, having a moderate class size, and having good students in class are some of the reasons why teachers become satisfied with their career in teaching. Moreover, if co-teachers show cooperation and when career opportunities are offered to them such as faculty development in the form of attendance to seminars, trainings or conferences, they will be more motivated to perform their duties and eventually get satisfaction in what they do in the teaching profession. In fact, a principal who engages teachers in activities are opportunities that enhance their professional development which influence the teachers' job satisfaction to the great extent, according to the study of Nyambura (2012). The highly satisfied elementary teachers of Rizal District in the province of Occidental Mindoro share the same sentiment as disclosed in the study of Cortez et al. (2021) that the Nueva Ecija University of Science and Technology's teacher education faculty members felt satisfied with their job.

Three items recorded identical means with 3.68 which indicate satisfaction on the leadership style of the principal, in-service training, and load assignment. Parents' support, co-workers' attitude are also considered by the teachers indicating a high level of job satisfaction. All the above mentioned indicators of job satisfaction appear to corroborate with Armstrong's (2006) disclosure that positive and favorable attitude toward the job indicate job satisfaction. Moreover, according to Rachman's (2021) findings, employees feel that the job itself after obtaining satisfaction, and the results of their performance can be better. In addition, findings of Tung et al. (2019) revealed that relations with superiors, relations with colleagues, training and promotion opportunities, nature of work also provided an impact on the staff's satisfaction. Factors such as salary, work environment, fairness, and promotion were all positively linked with job satisfaction, as revealed in the findings of the study of Hong et al. (2013). Similar factors were enumerated by Duc et al. (2015) such as income and benefits, leaders and co-workers, training, promotion, and work conditions that were all found to affect work satisfaction for the bank employees in Vietnam. However, Korb & Akintunde (2013) findings proved that salary and compensation were not regarded to be significantly related with teachers' satisfaction in Nigerian schools. On a similar note, Broderson (2015) stated that income was not found to be significantly related to job satisfaction. A low level of job satisfaction, as pinpointed by Mehrad (2016) is one of the principal difficulties in an organization.

Table 3

Mean Extent of Respondents' Attitude Toward Teaching

Indicators	Weighted Mean	Standard Deviation	Verbal Description
I am courteous to everyone in the school.	4.29	.717	Very High Extent
I make positive comments at work.	4.27	.720	Very High Extent
I readily accept extra work assignment.	3.76	.991	High Extent
When things go wrong, I avoid blaming others.	4.14	.872	High Extent
I am an active self-starter in group work assignment.	3.69	.918	High Extent
I do not spread rumors among my colleagues.	3.95	1.063	High Extent
I am willing to make personal sacrifices for the good of the team.	3.99	.757	High Extent
I readily accept criticism.	4.11	.750	High Extent
I chill- out my co-workers' spirit.	3.97	.752	High Extent
I can easily adapt to changes.	4.36	.648	Very High Extent
Composite Mean	4.05	.819	High Extent

Scale: 4.20-5.00- Very High Extent; 3.40-4.19- High Extent; 2.60-3.39- Moderate Extent; 1.80-2.59- Low Extent; 1.00-1.79- Very Low Extent

Table 3 shows the mean extent of respondents' attitude toward teaching. The attitude toward teaching has been defined in the study as the acquired internal state that affects the individual's personal activity preferences toward a group of things, individuals, events and various situations (Senemoglu, 2009). The generally high extent of the attitude toward teaching by the respondents of Rizal District in the province of Occidental Mindoro appears to conform with the results of the study by Asthana & Bhatnagar (2018) which concluded that all teachers have positive and healthy attitude for their profession. While it is teaching through which good and progressive social environment can be created and improved, there are indications that teacher's attitudes have a positive relation with success in teaching. The attitude toward teaching profession is one of the factors found to be positively associated with job satisfaction, as disclosed by Korb & Akintunde (2013). The attitude toward teaching may not only affect job satisfaction. In fact, as disclosed in the study of Lee (2019), Wirth & Perkins (2013), and Olubukola (2018), the attitude of a positive and encouraging teacher also impacts positively on the student's attitude and behavior.

Table 4

Frequency and Percent Distribution of Teachers' IPCRF Rating

IPCRF	Adjectival Rating	Frequency	Percent
3.500 – 4.499	Very Satisfactory	58	38.4
4.500 – 5.000	Outstanding	93	61.6
	Total	151	100.0

**Significant at $p < 0.05$

Table 4 shows the frequency and percent distribution of teachers' IPCRF rating. The Department of Education employs a performance evaluation on the pursuit of how well employees does in their respective jobs in accordance with a set standard and this is reflected in the Individual Performance Commitment and Review Form (IPCRF). This serves as an assessment tool to rate teachers for their annual accomplishments (DepEd, 2015). The IPCRF is a collaborative effort between the school principal and teachers that enables an open dialogue about the expectations for each course, the main areas for results, the objectives, and how these relate to the broader departmental goals.

As reflected in Table 4, majority of the teachers, 61.6% were able to attain an outstanding rating within the range 4.500 and 5.000. The rest of them, 38.4% or 58 teacher-respondents got a very satisfactory rating within the range 3.500 and 4.499. The results of the IPCRF show a very good indicator of the teachers' performance for the year. This implies that the teachers have attained the standards of performance and behavior set by the Department of Education. In other words, the teachers were able to fulfill the set standards in this performance by reaching all goals, objectives, and targets. A "very satisfactory" grade of teachers' performance according to Hermogeno (2022) demonstrates that teachers strive hard to pass the evaluation for teachers. The outstanding

and very high levels of IPCRF rating of the teacher-respondents demonstrated that they performed in accordance with DepEd expectations in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, professional engagement, personal growth and professional development, and a plus factor in participating in various related works and activities that contribute to the teaching and learning. This finding show similarity in the study of Baluyos et al. (2019) which revealed that the work performance of school heads and teachers in the Division of Misamis Occidental was very satisfactory. The same findings were disclosed in the study of Jimenez (2020) wherein the secondary school teachers in the Division of Meycauayan, Bulacan also got a very satisfactory rating in their teaching performance as reflected in the Department of Education’s Competency Based-Performance Appraisal System for Teachers (CB-PAST).

While the quality of teaching at schools mostly depends on teachers’ competencies, Gencel and Ozbasi (2013) underscored that teachers should have the ability to measure and evaluate students’ needs to be successful. Pursuant to this, the teachers themselves follow the standards of performance and behavior which lead to professional and personal growth in the Department of Education. Considering work performance, the findings of Rachman (2021) showed the results of the research findings that work stress and work environment were able to increase employees’ performance positively. And give job satisfaction an important role that employees can accept in achieving their performance.

Table 5

Regression Analysis on the Relationship between the Level of Job Satisfaction and the IPCRF Rating

Dependent Variable	Variables That Entered the Regression Model	Multiple R	Adjusted R2	t value	p value	Interpretation
IPCRF Rating	Jobsat13	0.414	0.154	2.877	.005	Significant
	Jobsat5			3.233	.002	Significant
	Jobsat10			-2.729	.007	Significant

**Significant at $p < 0.05$

Table 5 shows the regression analysis on the relationship between the level of job satisfaction and the IPCRF rating. Fifteen indicator-variables under job satisfaction were regressed to the dependent variable, IPCRF rating. Computations were all computer software-generated and were all anchored at the 0.05 level of significance. Following the stepwise technique of the regression analysis, the results are disclosed in Table 5.

Considering the effect of the combined indicators on the IPCRF rating, approximately 15% (0.154) of the variation in the teachers’ IPCRF ratings can be attributed to the combined indicators: satisfaction from the help extended by the LGU, co-workers’ attitude and school ambience. A large portion of the variation can be accounted for by other variables not included in the study. The above findings show parallelism with the findings of the study of Baluyos et al. (2019) which disclosed that job satisfaction is a requirement for the work performance of the teacher. The results of the study also conform to the findings of Bahani (2013) and Cambe (2018), revealed a substantial correlation between the employees' job satisfaction and performance. In addition, Cortez et al. (2021) discovered, on the other hand, that the level of job pleasure was not significantly associated to work performance or professionalism.

The dedication to their work of Nueva Ecija University of Science and Technology's teacher education faculty. Moreover, Sun (2016) discovered that job satisfaction serves as a mediator between psychological empowerment and job performance in another investigation. Job satisfaction was found to be related to how each employee evaluates and thinks about work and is considered for the successful operation of an organization, as disclosed in the study of Sypniewska (2013). Moreover, job satisfaction and work motivation were found to have an influence on employee performance as revealed in the study of Chandraningtyas et al. (2015). Researches conducted disclosed the positive correlation between job satisfaction and work performance (Robbin & Judge, 2015; Mardiyana et al., 2019; Abdulkhaliq & Mohammadali (2019).

Table 6

Regression Analysis on the Relationship between Level of Anxiety and IPCRF Rating

Dependent Variable	Variable That Entered the Regression Model	Multiple R	Adjusted R2	t value	p value	Interpretation
IPCRF Rating	Anxiety10	0.261	0.055	2.942	.004	Significant
	Anxiety2			-2.070	.040	Significant

**Significant at $p < 0.05$

Table 6 shows regression analysis on the relationship between the level of anxiety and the IPCRF rating. The above finding suggests that the IPCRF rating can be associated with how the teachers get all paper works done on time and by the periodic observation of the principal. It is likely that teachers who experience anxiety with finishing the required paper works submission on time may affect to a certain degree their rating in the IPCRF. With the periodic observation of the school head on the teacher’s class, this may also contribute to the teacher’s anxiety and may eventually impact their rating in the IPCRF (Aydin, 2016). Teachers who experience anxiety, as emphasized by Aydin (2016) tend to lose morale and ability to work harder and sometimes develop negative attitude toward their work, which eventually undermine their working ability.

While there is a fine line between stress and anxiety, as emphasized by Bitsko et al. (2018), both are considered emotional responses. Stress may be typically caused by an external trigger such as a work deadline, while anxiety are persistent, excessive worries that do not go away even in the absence of a stressor. The above finding conforms to the result of the study of Yaman & Yaman (2023) that stress positively affects task performance. While academic professionals are subjected to a great deal of job characteristics and tension, the study of Han & Tulgar (2019) found out that this creates a negative impact on their work performance and causes them to become anxious in the workplace. In the case of incoming teachers, where anxiety is often felt even during the job interview, it was pointed out by Schneider et al. (2019) that interview anxiety could correlate negatively with job performance, and it could moderate the interview performance - job performance relation. The relationship between interview performance and supervisor-rated facilitating peer and team performance was moderated by interview anxiety. That interview performance did not predict this job performance component for anxious applicants.

Table 7

Regression Analysis on the Relationship between Extent of Attitude toward Teaching and IPCRF Rating

Dependent Variable	Variables That Entered the Regression Model	Multiple R	Adjusted R2	t value	p value	Interpretation
IPCRF Rating	Att3	0.470	0.205	3.246	.001	Significant
	Att2			-3.958	<.001	Highly Significant
	Att9			3.273	.001	Significant

**Significant at $p < 0.05$

Table 7 shows the regression analysis of the relationship between the extent of the respondent’s attitude toward teaching and the IPCRF rating. It reveals a moderate connection between the variables mentioned. The result yielded a regression coefficient of 0.470 with the corresponding effect size of 0.205 as reflected in the adjusted R2. A moderate effect on the IPCRF rating is registered under three indicators Att3, Att2, and Att9. This suggests that the teachers’ attitude of readily accepting extra work assignments (Att3), making positive comments at work (Att2), and chilling out co-workers’ spirit (Att9) may have a positive impact on their level of performance as measured by the IPCRF. Furthermore, about 20.5% of the variability in the IPCRF rating can be attributed by the teachers’ attitude toward considering their extra work assignment, positive comments at work, and chilling- out co-workers’ spirit. The p-values further attest to the significance of the relationship between the teachers’ IPCRF rating and their attitude toward teaching. The attitude of making positive comments at work is a highly significant predictor of the IPCRF rating. It is highly likely that when one expresses positive remarks at work, it will create a positive reflection on one’s performance rating. Several research findings (The Power of Attitude, 2013) have revealed that attitude poses a direct impact on how one communicates and collaborates with

others, how one contributes to the culture of the work environment, and how one performs the daily tasks and responsibilities. The relationship between the extent of the attitude toward teaching and the IPCRF rating is supported by a study made by Jimenez (2020) which discovered a strong connection between instructors' job attitudes in terms of their efficacy and their instructional effectiveness. Another study by Harthy et al. (2013) supports the above findings that the teachers' attitudes toward teaching have a significant direct effect on their professional performance. Meanwhile, Saljooghi & Salehi's (2016) findings revealed that teachers' attitudes toward the performance evaluation system had a significant positive effect on job satisfaction, organizational commitment, and self-efficacy.

Table 8

Action plan in response to the findings of the study to uplift the performance rating of teachers in Rizal District

Objective	Strategies	Persons Involved	Time Frame	Resources		Success Indicator
				Fund	Source	
To promote collaboration and remove barriers to teamwork among the Local Government Unit and teachers	Capacity building activities Recollection	Teachers School Head/s Local Government Unit Officials	August 2023 to June 2024	5,000	MOOE SEF	Partnership programs of LGU and teaching personnel. Harmonious relationship of teachers
To confer awards on teachers who showed excellent performance at the end of the school year	Awarding of teachers per school year.	Teachers Master Teacher/s School Head/s	August 2023 to June 2024	5,000	MOOE SEF	Huwarang Guro Awardees
To enhance the school facilities	Conduct of parents' assembly	Teachers School Head/s Parents PTA Officials	August 2023 to June 2024	10,000	MOOE SEF PTA	Improved school facilities
To achieve results with the optimal use of time	Weekly assembly of teachers and school head	Teachers School Head/s	August 2023 to June 2024	2,000	MOOE PTA	Weekly assembly meeting
To capacitate teachers regarding the observable behavior for class observation and lesson planning	Coaching Capacity Building	Teachers, Master Teacher/s, School Head/s and Curriculum Supervisors	August 2023 to June 2024	5,000	MOOE PTA	Preparedness of teachers for class observation

Rationale: Teachers need to continuously improve themselves professionally to address adequately pupils' learning needs and help them reach their full potential. This set of actions will help them achieve the educational goal of the Department of Education.

Table 8 shows a suggested plan to improve the IPCRF rating of teachers. Based on the findings of this study, the level of job satisfaction, anxiety, and attitude toward teaching teachers have an impact on the IPCRF rating. Teachers perform well in their duties and responsibilities if they are motivated and inspired to do their work. This finding is parallel to the study of Baluyos et al. (2019). Therefore, the school administrators and other stakeholders should reinforce the harmonious relationship with each other. With this, the researcher plans to conduct activities to promote job satisfaction, improve attitude toward teaching, and eradicate the anxious feeling among teachers by the following: Teachers, school administrators, and LGU officials need to collaborate and establish a good relationship to improve the learning and produce well- conducive school ambiance. The school administrators may conduct a recollection to reconnect teachers to avoid misunderstanding and strengthen their collaboration. In terms of anxiety, elementary teachers in the Rizal district experience anxiety regarding the class observation of a school head. To lessen the anxious feelings of teachers, the master teacher at the school

needs to capacitate teachers regarding the observable indicators and lesson planning for them to prepare lessons very well as supported by Nyambura (2012). To avoid getting anxious regarding getting paperwork done in time, a school head needs to conduct weekly conferences so that teachers are updated and reminded of the reports and deadlines. Regarding the attitude toward teaching, the school head may conduct an activity like giving certificates of appreciation to encourage teachers to perform well and improve their teaching and leadership skills.

4. Conclusions

Based on the summary of the findings presented, the following conclusions are drawn. Salary, class size, parents' support, LGU support, practices of the school principal, school ambiance, job promotion, and work responsibility are all factors that contribute to teachers' satisfaction in Rizal, which fosters a positive and healthy environment. The high job satisfaction of respondents was linked to the school atmosphere, coworkers, and LGU support. Workload and periodic observations of school principals caused anxiety among the teacher-respondents. Schools in Rizal district value camaraderie. The majority of the elementary teachers' performance ratings in the Rizal district are outstanding, which means that the teachers have met the performance and complied with the requirements established by the Department of Education, contributing to the caliber of instruction provided in the classroom. The significant positive relationship between job satisfaction and IPCRF rating shows that the respondents are driven to do well in school because they are highly satisfied with their jobs. The significant relationship between anxiety and the IPCRF rating of elementary teachers in the Rizal district suggests that while some teachers achieve outstanding IPCRF scores, they occasionally experience down moments. The significant correlations between teachers' work attitudes toward teaching and IPCRF rating can be attributed to their positive outlook. There is a plan to improve the performance rating of teachers.

4.1 Recommendations

Based on the findings and drawn conclusions, the following recommendations are made: The school administration must work hand in hand in creating a culture of transparency and feedback with the teachers. Teachers need to be more worthwhile, more gratifying, and fulfilling so they can continue having a high aspiration and enthusiasm for the teaching profession. Since the standardization of salary to all public teachers and salary are a predictor of job satisfaction, school administration may consider providing other incentive-rewards system like quarterly awarding teachers who show excellent performance which may likewise produce the same effect. Since teachers experience moderate anxiety toward class observation, the school administration and the staff should openly discuss issues about the required standards in the IPCRF and be updated with learning action cell sessions and in-service training.

As teachers have a high extent in terms of attitude toward their teaching, school leaders should continue with the best practices of their school like open communication and listening that promote equal opportunities to have a positive and healthy atmosphere in their teaching station. Since almost all of the teachers in Rizal District are outstanding in their performance rating, they should continue their practices in following and performing the RPMS cycle so that they will maintain their IPCRF rating. Based on this research, school administrators need to improve and intensify the interaction between teachers and LGU officials. School administrators may conduct capacity-building activity or workshops. Considering that teaching causes anxiety, school administrators should create a positive learning environment. The master teacher of the school should provide technical assistance to capacitate teachers on the observable indicator during class observation. Conduct team-building activities to foster camaraderie and social bonding among teachers and superiors or school heads to create an opportunity to have a positive interaction. Superiors/school heads shall provide support to build and sustain a high level of career aspirations of their teachers to promote a positive attitude toward their work environment. An action plan is made for schools to consider it when the need arises. Future researchers may do further studies by using other variables that the present study was not able to use.

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