

Determinants Affecting the Individual Performance Commitment and Review Form (IPCRF) In Relation to Work Satisfaction among Elementary Teachers of IBA District, Division of Zambales, Philippines

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Abstract: This study aimed to determine the determinants affecting the IPCRF in relation to job satisfaction among elementary teachers of Iba District, Division of Zambales, Philippines during SY 2020-2021. The study utilized descriptive research design with questionnaire as the main instrument in gathering data from two hundred fifty-six (256) teachers who were randomly selected. It was limited to determine the profile of age, sex, religion, highest academic rank, highest educational attainment and number of years in service. The determinants affecting the IPCR are limited to person- related determinants, school- related determinants, student- related determinants and community- related determinants. The work satisfaction of teachers focused on the security (salary, benefits, rewards performance, recognition, promotion), work environment (policies, organizational structure, physical emotional), job responsibilities (duties, moral and ethics) and community attachments/ linkages. The researcher found out that the teacher-respondent is a typical female in her middle adulthood, Roman Catholic, Teacher I, BS degree with masteral units of education and had been in the teaching service for one and half decade. The teacher-respondents assessed “Strongly Agree” on person-related determinants, school-related determinants, learners-related determinants and community related determinants as predictors affecting the IPCRF. Assessed “Very Highly Satisfied” on security, work environment, job responsibilities and community attachments linkages as dimensions on the level of work satisfaction. There is significant difference on the assessment towards person-related and community related determinants when grouped according to age profile variables. There is significant difference on the assessment of the teacher-respondents towards determinants affecting the IPCRF as person-related determinants, school-related determinants, learners-related determinants and community related determinants. There is positively high relationship between determinants affecting the IPCR and the level of work satisfaction.

Keywords: Community Attachment/ Linkages, Individual Performance Rating, Job Responsibilities, Job Satisfaction, Security, Work Environment.

1. Introduction

Teacher quality matters. It is the most important school-related factor influencing student achievement. Teacher is the most important factor of the teaching-learning process. Teacher sets the tone and light of the classroom. Thus, good teachers are essential for the effective functioning of education system and for improving the quality of learning (Kadtong, Unos, Antok and Midzid, 2017). Teaching is the most respected job and profession in the world. The teacher is the centerpiece of education system. In fact, teachers are the force of a nation. They unfold characteristics, strategies, and styles to their ways in commune with the world, perceptually and cognitively. In fact, in the study of Akhtar (2010), he stated that teacher’s job satisfaction is one of the most widely discussed issues in organizational behavior, personnel and human resource management, organizational management, teaching-learning process, and teaching performance. In addition, disgruntled teachers who are not satisfied with their job will not be committed and productive. In the Department of Education based on performance appraisal, poor performance surfaced as a problem (Kadtong and Usop, 2013). It is also connected with how the school is managed by the principals. To thwart the shortage and keep schools on the cutting edge, diligence in cultivating, training, and inspiring a new generation of school leaders--especially for the principalship, must be exercised. Staffing the principalship offers a structured, adaptable approach to finding high-quality principals and administrators in the ranks of teacher leaders and aspiring applicants to satisfy the needs of teachers. (Lovely, 2009).

For the Filipino teachers, Individual Performance Commitment Review Form (IPCRF) was introduced to DepEd 2015. It is a general plan of task and serves as guide to teachers to be written before the start of classes, implemented before the

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school year and to be rated at the end of the school year. This is a tool to evaluate performance. As stated in DepEd Order 2, S. 2015 - Guidelines on the Establishment and Implementation of

Table 1
Distribution on the Teacher-Respondents' Profile Variables

Profile Variables		Frequency (f)	Percentage (%)
Age Mean=41.36 years old	61 years old and above	7	2.70
	51-60 years old	61	23.80
	41-50 years old	57	22.30
	31-40 years old	81	31.60
	21-30 years old	50	19.50
	Total	256	100.00
Sex	Male	34	13.30
	Female	222	86.70
	Total	256	100.00
Religion	Bible Baptist Church	10	3.90
	Jehovah's Witness	4	1.60
	Iglesia ni Cristo	26	10.20
	Islam	2	0.80
	Philippine Independent Church	5	2.00
	Roman Catholic	184	71.90
	Seventh Day Adventist	2	0.80
	United Church of Christ in the Philippines	1	0.40
	Others	22	8.60
	Total	256	100.00
Designation	Master Teacher II	7	2.70
	Master Teacher I	15	5.90
	Teacher III	71	27.70
	Teacher II	54	21.10
	Teacher I	109	42.60
Total	256	100.00	
Highest Educational Attainment	Ph. D / Ed. D Degree	2	0.80
	MA with Ph. D / Ed. D units	5	2.00
	MA/MS Degree	24	9.40
	BS with MA/MS units	173	67.60
	BS/BA Degree	52	20.3
	Total	256	100.00
Number of Years in Service Mean=15.26 years	35 years and above	8	3.10
	30-34 years	27	10.50
	25-29 years	27	10.50
	20-24 years	29	11.30
	15-19 years	24	9.40
	10-14 years	44	17.20
	5-9 years	50	19.50
	0-4 years	47	18.40
	Total	256	100.00

the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd), it aims to provide comprehensive guidelines for the adoption of the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS) in DepEd. The guidelines explain mechanisms, criteria and processes for performance target setting, monitoring, evaluation and development planning. Through the RPMS, the DepEd ensures that work efforts focus towards

achieving its vision, mission, values and strategic priorities toward the delivery of quality educational services to Filipino learners.

According to Canoma (2017), the objectives indicated are actually the duties and responsibilities that each teacher must do in service. This is a tool to check and balance if one is doing his duties diligently with quality, efficiency and on time. Many studies have shown that the performance of teachers is the major input in the attainment of quality education. Teachers play a very vital role in achieving the objectives of Philippines' vision 2020. Exasperated teachers who are not contented with their job could not be committed and productive and would not be performing at the best of their capabilities; hence, what contributes and affects their performance need to be investigated (Haramain, 2019). In the case of the Division of Zambales, teachers commit themselves to improve the knowledge and skills of their students. Their performance is measured through a standardized and objective approaches. They dedicate themselves to provide quality education to the learners and they are now wanted to be given a quality of living with their family wherein their monthly income cannot afford. Hence, the researcher would like to identify the determinants affecting the Individual Performance Commitment and Review Form (IPCRF) among elementary Teachers of Iba District, Division of Zambales.

2. Guidelines

This study aimed to determine the determinants affecting the teachers' job performance in relation to job satisfaction among elementary teachers of Iba District, Division of Zambales during SY 2020-2021.

Specifically, it sought answers to the following questions:

1. What is the profile of the teachers in terms of: Age, Sex, Religion, Highest Academic Rank, Highest Educational Attainment, and Number of Years in Service?
2. How are the determinants affecting the job performance as assessed by the teacher- respondents be described as to: Person- related determinant, School- related determinant, Learners- related determinant, and Community- related determinant?
3. What is the level of job satisfaction of teacher-respondents in terms of: Security (Salary, Benefits, Rewards Performance, Recognition, Promotion), Work Environment (Policies, Organizational Structure, Physical Emotional), Job Responsibilities (Duties, Moral and Ethics), and Community Attachments/ Linkages?
4. Is there a significant difference between the determinants affecting the IPCR as cited in problem number 2 when group according to profile variables?
5. Is there a significant difference between the determinants affecting the IPCR as cited in problem number 2?
6. Is there a significant relationship between the determinants of job performance and the level of job satisfaction?

3. Materials and Methods

The researcher employed the descriptive- correlational research design which allow the researcher to determine the determinants of affecting the determinants affecting the IPCRF in relation to job satisfaction among elementary teachers of Iba District, Division of Zambales. The study used survey questionnaire since it was statistically treated the data gathered using a formula. Bhat (2019) defined the descriptive research as a research method that describes the characteristics of the population or phenomenon that is being studied. The respondents of the study were two hundred fifty-six (256) elementary teachers of Iba District, Division of Zambales, Philippines. The instrument was adapted in the study of Haramain (2019) titled Undesirable Factors Affecting the Performance Level of Public Secondary School Teachers in Northern Luzon, Philippines and modified to align the statements to the present study. Part I deals with the profile variables of the teachers such as age, sex, religion, highest academic rank, highest educational attainment and number of years in service Part II dealt with the determinants affecting the IPCR with ten (10) indicators consisting of ten (10) statements. Part III dealt with the work satisfaction

The researcher used the 4 Likert scale with adjectival rating on the determinants affecting the IPCR and work satisfaction. Before the conduct of the study, the researcher submitted the draft questionnaire to the Thesis Adviser for correction and refinement. Then, the researcher edited the questionnaire. Once corrected, the researcher conducted a validation of the questionnaire to the experts. The suggestions and recommendations of the validators incorporated for improvement of the questionnaire. The researcher conducted a try- out to the ten (15) Elementary Teachers Heads of Botolan District to test the validity of the instrument. The researcher sought the approval from the Division Schools Superintendent and School Principals prior to the conduct of the study. Once approved, the researcher conducted data gathering to the respondents. The researcher personally administered the distribution of the survey questionnaire. The researcher explained the main purpose of the study and gave instruction to the respondents to answer all the items. After a week, the researcher retrieved the questionnaire to the respondents for tabulation, analysis and interpretation of data.

4. Table

1) Respondents' Profile Variables

The frequency and percentage distribution on the respondents' profile variables of age, sex, religion, designations, highest educational attainment and number of years in the service is shown in Table 1.

Age. Out of two hundred and fifty-six teacher-respondents, there were 81 or 31.60% from age group of 31-40 years old; 61 or 23.80% from 51-60 years old; 57 or 22.30% from 41-50 years old; 50 or 19.50% from 21-30 years old and 7 or 2.70% are from 61 years old and above. The computed mean age of the respondent was 41.36 years old. Sex. Majority of the teacher-respondents was female with 222 or equivalent to

86.70% while 34 or 13.30% are males. Religion. Majority of the respondents are members of the Roman Catholic with 184 or 71.90%; 26 or 10.20% are Iglesia ni Cristo; 22 or 8.60 are members of the Church of Jesus Christ of Latter Day Saints congregation; 10 or 3.90% are Bible Baptist Church; 5 or 2.00% are members of the Philippine Independent Church; 4 or 1.60% are members of the Jehovah Witness; 2 or 0.80% are members of Islam and Seventh day Adventist respectively while only 1 or 0.40% who is a member of United Church of Christ in the Philippines. The data suggests on the superiority of the teacher-respondents who are members of the Roman Catholic religion. Designations. Most of the teacher-respondents were Teacher I with 109 or 42.60%; 71 or 27.70% are Teacher III; 54 or 21.10% are Teacher II; 15 or 5.90% are Master Teacher I and 7 or 2.70% are Master Teacher II. Highest Educational Attainment. Majority of the teacher-respondents have attained BS degree with masteral units with 173 or 67.60%; 52 or 20.30% are BS/BA degree holders; 24 or 9.40% are MA/MS degree holders; 5 or 2.00% have attained MA degree with doctoral units; and 2 or 0.80% are full pledge doctoral degree holders. Number of Years in Service. Most of the teacher-respondents had been in the teaching service for 5-9 years with 50 or 19.50%; 47 or 18.40% with 0-4 years; 29 or 11.30% with 20-24 years; 27 or 10.50% with 30-34 and 25-29 years in the service respectively; and 8 or 3.10% with 35 years and above.

2) Summary Table on the assessment of the teacher respondents towards determinants affecting the Individual Performance Commitment and Review (IPCR)

Table 2 shows the Summary Table on the assessment of the teacher respondents towards determinants affecting the Individual Performance Commitment Review

Table 2

Assessment of the teacher respondents towards determinants affecting the Individual Performance Commitment and Review (IPCR)

Determinants affecting the IPCRF	Overall Weighted Mean	Qualitative Interpretation	Rank
1 Person-Related Determinants	3.55	Strongly Agree	1
2 School-Related Determinant	3.47	Strongly Agree	2
3 Learners'-Related Determinant	3.39	Strongly Agree	3
4 Community Related Determinant	3.30	Strongly Agree	4
Grand Mean	3.43	Strongly Agree	

The teacher-respondents assessed "Strongly Agree" on person-related determinants with overall weighted mean of 3.55 and ranked 1st; school-related determinants, 3.47 and ranked 2nd; learners'-related determinants, 3.39 and ranked 3rd while community-related determinants with mean of 3.30 and ranked 4th. The computed grand mean on the responses towards determinants affecting the Individual Performance Commitment and Review (IPCR) was 3.43 with qualitative interpretation of "Strongly Agree".

3) Assessment of the teacher-respondents towards dimensions on the level of Work Satisfaction

Table 3 shows the assessment of the teacher-respondents

towards dimensions on the level of Work Satisfaction.

Table 3
Assessment of the teacher-respondents towards dimensions on the level of Work Satisfaction

Dimensions on the level of Work Satisfaction	Overall Weighted Mean	Qualitative Interpretation	Rank
1 Security	3.31	Very Highly Satisfied	3.5
2 Work Environment	3.32	Very Highly Satisfied	1.5
3 Job Responsibilities	3.32	Very Highly Satisfied	1.5
4 Community Attachments/Linkages	3.31	Very Highly Satisfied	3.5
Grand Mean	3.32	Very Highly Satisfied	

The teacher-respondents assessed “Very Highly Satisfied” on all dimensions as to Work Environment and Job Responsibilities with equal overall weighted mean of 3.32 and ranked 1.5th respectively while security and community attachment/linkages with equal overall weighted mean of 3.31 and ranked 3.5th respectively. The computed grand mean on the responses towards dimensions on the level of Work Satisfaction was 3.32 with qualitative interpretation of “Very Highly Satisfied”.

Level of Significance, therefore the Null Hypothesis is Rejected. On the other hand, there is no significant difference on the on the assessment of work performance predictors as to Person- Related Determinants when grouped according sex, religion, designation, highest educational attainment and number of years in the service profile variables manifested on the computed P-values of 0.925, 0.126, 0.069, 0.451, and 0.701 which are higher than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted.

It can be surmised based on Figure 4, that on age group belong to 31-40 years old have an opposing views compared to respondents who belongs to 61 years old and above. The mean graph clearly demonstrates on the extreme values of the two groups in their assessment towards predictors of work performance as to person-related determinants. The older individual could have demonstrate to be stable and established a favorable home life and family background.

2) Means Plots

Figure 1

Mean Plot to determine where the differences lie on the assessment of work performance predictors as to Person-Related Determinants when grouped according to age profile variables.

Table 4
Analysis of Variance to test difference on the assessment of work performance predictors as to Person- Related Determinants when grouped according to profile variables

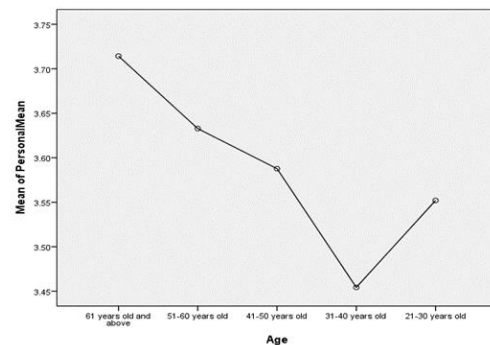
Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.428	4	0.357	2.613	0.036	Reject Ho
	Within Groups	34.290	251	0.137			Significant
	Total	35.718	255				
Sex	Between Groups	.001	1	0.001	0.009	0.925	Accept Ho
	Within Groups	35.717	254	0.140			Not Significant
	Total	35.718	255				
Religion	Between Groups	1.756	8	0.219	1.596	0.126	Accept Ho
	Within Groups	33.962	247	0.137			Not Significant
	Total	35.718	255				
Designation	Between Groups	1.211	4	0.303	2.202	0.069	Accept Ho
	Within Groups	34.507	251	0.137			Not Significant
	Total	35.718	255				
Highest Educational Attainment	Between Groups	.518	4	0.129	0.923	0.451	Accept Ho
	Within Groups	35.200	251	0.140			Not Significant
	Total	35.718	255				
Number of Years in Service	Between Groups	.658	7	0.094	0.665	0.701	Accept Ho
	Within Groups	35.060	248	0.141			Not Significant
	Total	35.718	255				

B. Test of difference between the determinants affecting the (IPCR) Individual Performance Commitment and Review when group according to profile variables.

1) Person- Related Determinants

Table 4 shows the Analysis of Variance to test difference on the assessment of work performance predictors as to Person-Related Determinants when grouped according to profile variables of age, sex, religion, designation, highest educational attainment and number of years in the service respectively.

There is significant difference on the assessment of work performance predictors as to Person- Related Determinants when grouped according age to profile variable manifested on the computed P-value of 0.036 which is less than (<) 0.05 Alpha



This finding is similar to the study of (Boyd et al., 2011) as he found that teacher background characteristics and work experience influence turnover. For instance, young and old

teachers most likely to quit their jobs than the middle-aged ones (Santibanez, & Daley, 2006; Johnson et al., 2005). Studies have (Allensworth, Ponisciak, & Mazzeo, 2009; Guarino, also have linked teacher quality measures to turnover

Table 5

Analysis of Variance to test difference on the assessment of work performance predictors as to School- Related Determinant when grouped according to profile variables.

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.328	4	0.332	2.287	0.061	Accept Ho
	Within Groups	36.433	251	0.145			Not Significant
	Total	37.761	255				
Sex	Between Groups	0.087	1	0.087	0.584	0.446	Accept Ho
	Within Groups	37.674	254	0.148			Not Significant
	Total	37.761	255				
Religion	Between Groups	0.863	8	0.108	0.722	0.672	Accept Ho
	Within Groups	36.898	247	0.149			Not Significant
	Total	37.761	255				
Designation	Between Groups	0.967	4	0.242	1.650	0.162	Accept Ho
	Within Groups	36.793	251	0.147			Not Significant
	Total	37.761	255				
Highest Educational Attainment	Between Groups	1.305	4	0.326	2.247	0.065	Accept Ho
	Within Groups	36.456	251	0.145			Not Significant
	Total	37.761	255				
Number of Years in Service	Between Groups	0.486	7	0.069	0.462	0.861	Accept Ho
	Within Groups	37.275	248	0.150			Not Significant
	Total	37.761	255				

Table 6

Analysis of Variance to test difference on the assessment of work performance predictors as to Learners- Related Determinants when grouped according to profile variables.

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.172	4	0.293	2.086	0.083	Accept Ho
	Within Groups	35.250	251	0.140			Not Significant
	Total	36.422	255				
Sex	Between Groups	0.155	1	0.155	1.083	0.299	Accept Ho
	Within Groups	36.268	254	0.143			Not Significant
	Total	36.422	255				
Religion	Between Groups	0.667	8	0.083	0.576	0.798	Accept Ho
	Within Groups	35.756	247	0.145			Not Significant
	Total	36.422	255				
Designation	Between Groups	1.318	4	0.330	2.357	0.054	Accept Ho
	Within Groups	35.104	251	0.140			Not Significant
	Total	36.422	255				
Highest Educational Attainment	Between Groups	1.125	4	0.281	2.000	0.095	Accept Ho
	Within Groups	35.297	251	0.141			Not Significant
	Total	36.422	255				
Number of Years in Service	Between Groups	0.242	7	0.035	0.237	0.976	Accept Ho
	Within Groups	36.180	248	0.146			Not Significant
	Total	36.422	255				

Table 7

Analysis of Variance to test difference on the assessment of work performance predictors as to Community- Related Determinant when grouped according to profile variables.

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Age	Between Groups	1.549	4	0.387	2.812	0.026	Reject Ho
	Within Groups	34.550	251	0.138			Significant
	Total	36.099	255				
Sex	Between Groups	0.011	1	0.011	0.080	0.777	Accept Ho
	Within Groups	36.087	254	0.142			Not Significant
	Total	36.099	255				
Religion	Between Groups	0.651	8	0.081	0.567	0.804	Accept Ho
	Within Groups	35.447	247	0.144			Not Significant
	Total	36.099	255				
Designation	Between Groups	0.894	4	0.223	1.593	0.177	Accept Ho
	Within Groups	35.205	251	0.140			Not Significant
	Total	36.099	255				
Highest Educational Attainment	Between Groups	0.519	4	0.130	0.915	0.456	Accept Ho
	Within Groups	35.580	251	0.142			Not Significant
	Total	36.099	255				
Number of Years in Service	Between Groups	0.550	7	0.079	0.549	0.797	Accept Ho
	Within Groups	35.548	248	0.143			Not Significant
	Total	36.099	255				

intentions. For instance, teachers with high qualifications which they measure by their own degree scores have more intentions to leave teaching (Boyd *et al.*, 2005). However, teachers who focus more for being effective teachers by measuring the test score gains of the classroom students are less intended towards job turnover (Boyd, Grossman, Lankford, Loeb, & Wyckoff, *in press*; Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2005; Goldhaber, Gross, & Player, 2007; Hanushek, Kain, O'Brien, & Rivkin, 2005). On the other hand, many researchers found no significant relationship between teacher gender, race, or ethnicity to turnover (Allensworth *et al.*, 2009; Guarino *et al.*, 2006; Johnson *et al.*, 2005).

3) School- Related Determinants

Table 5 shows the Analysis of Variance to test difference on the assessment of work performance predictors as to School-Related Determinants when grouped according to profile variables of age, sex, religion, designation, highest educational attainment and number of years in the service respectively. There is no significant difference on the assessment of work performance predictors as to School- Related Determinants when grouped according age, sex, religion, designations, highest educational attainment and number of years in the service profile variables respectively manifested on the computed P-value of 0.061, 0.446, 0.672, 0.162, 0.065 and 0.861 respectively which all are higher than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted.

Ingersoll and Smith (2003) found that more teachers leave their jobs due to working conditions (that include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers) than that of other reasons such as salaries. Tickle, Chang, & Kim in (2011) also observed that working conditions have emerged as the main source of teacher job dissatisfaction and teacher turnover. Similarly Marvel *et al.* (2007) showed importance of working conditions in retention of school teachers. School safety means the school conditions that impact the psychological and physical well-being of teachers and students. Many factors indicate safety such as classroom misconduct and violence (Dinkes, Kemp, & Baum, 2009; Mayer & Furlong, 2010) or measurement of the perceptions of parents, students and teachers through surveys regarding safety in school climate (Anderson, 1982; Cohen, McCabe, Michelli, & Pickeral, 2009; Cornell & Loper, 1998). According to some studies, for instance (Duke, 2002), schools with less safety concerns are more able to provide a good working environment for teachers. On the other hand, the schools that struggle more to maintain a safe environment have usually difficulty in retaining teachers. (Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2010).

4) Learners- Related Determinants

Table 6 shows the Analysis of Variance to test difference on the assessment of work performance predictors as to Learners-Related Determinants when grouped according to profile variables of age, sex, religion, designation, highest educational attainment and number of years in the service respectively. There is no significant difference on the assessment of work

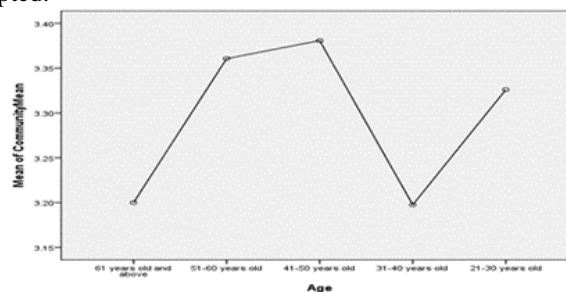
performance predictors as to Learners'-Related Determinants when grouped according age, sex, religion, designations, highest educational attainment and number of years in the service profile variables respectively manifested on the computed P-values of 0.083, 0.299, 0.798, 0.054, 0.095 and 0.976 respectively which all are higher than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted.

Kelly (2004) mentioned the importance of schools' behavioral climate for teacher turnover intentions and stated that student behavior is one of the main factors that cause them to leave the teaching profession. Harrell and Jackson (2004) also found that student behavior was one of major factor for teacher's turnover. Many studies have revealed the high association of student behavior to teachers' job satisfaction (Ingersoll and Smith, 2003; Perie *et al.*, 1997). Similarly, Liu and Meyer (2005) also found that student behavior is significant as teacher's income with their dissatisfaction level. Also Liu (2007) stated that student behavior and classroom management impact more on first-year teachers' intention to leave and job satisfaction. The student characteristics, such as student behavior also influence teacher retention. In many studies the teachers have cited lack of student discipline and motivation as main reasons of leaving school (Elam, 1989; MacDonald, 1999; Tye & O'Brien, 2002). Haberman and Rickards (1990) found through survey of teachers that they perceived student discipline as a main problem before starting and leaving.

5) Community- Related Determinants

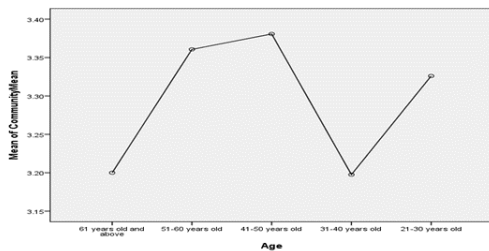
Table 7 shows the Analysis of Variance to test difference on the assessment of work performance predictors as to Community- Related Determinants when grouped according to profile variables age, sex, religion, designation, highest educational attainment and number of years in the service respectively.

There is significant difference on the assessment of work performance predictors as to Community- Related Determinants when grouped according age to profile variable manifested on the computed P-value of 0.026 which is less than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected. On the other hand, there is no significant difference on the on the assessment of work performance predictors as to Community-Related Determinants when grouped according sex, religion, designation, highest educational attainment and number of years in the service profile variables manifested on the computed P-values of 0.777, 0.804, 0.177, 0.456 and 0.797 which are higher than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted.



6) *Means Plots: Figure 2*

Mean Plot to determine where the differences lie on the assessment of work performance predictors as to Community-Related Determinants when grouped according to age profile variables.



It can be surmised based on the computed data on the divergence of perspective among respondents' age towards community related determinants. Figure 4 shows the means plot where teacher-respondents whose ages are 61 and above contradicts their opinion to those in ages 41-50 years old. It is expected for teachers with longer years in the service could have the chance to be recognized by the community manifested on indicator#4 with highest mean of 3.36.

7) *Test of difference on the determinants affecting the IPCRF*

Table 8 shows the Analysis of Variance to test differences on the assessment of the teacher-respondents towards determinants affecting the IPCRF.

Table 8

Analysis of Variance to test differences on the determinants affecting the (IPCR) the Individual Performance Commitment and Review

Groups	Count	Sum	Average	Variance
	10	35.52	3.552	0.007840
School- Related Determinants	10	34.67	3.467	0.000734
Person- Related Determinants	10	33.87	3.387	0.002801
Community-Related Determinants	10	33.02	3.302	0.000307

Table 9

Pearson Product Moment Coefficient of Correlation to test relationship between the determinants affecting the (IPCR) the Individual Performance Commitment and Review and the level of job satisfaction

Sources of Correlations		Determinants on IPCR	Level of Work Satisfaction
Determinants affecting IPCR	Pearson Correlation	1	0.713**
	Sig. (2-tailed)		0.000
	N	256	256
Level of Work Satisfaction	Pearson Correlation	0.713**	1
	Sig. (2-tailed)	0.000	
	N	256	256

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

There is significant difference on the assessment of the teacher-respondents towards determinants affecting the (IPCR) the Individual Performance Commitment and Review (IPCR) as person-related determinants, school-related determinants, learners-related determinants and community related determinants manifested on the computed F-value of 39.319 which is higher than (>) F critical or tabular value of 2.8660266, therefore the Null Hypothesis is Rejected.

8) *Test of relationship between the determinants affecting the (IPCR) the Individual Performance Commitment and Review (IPCR) and the level of work satisfaction.*

Table 9 shows the Pearson Product Moment Coefficient of

Correlation to test relationship between the determinants affecting the (IPCR) Individual Performance Commitment and Review and the level of work satisfaction. The computed Pearson-r value of +0.713** denotes positively high relationship between determinants affecting the (IPCR) Individual Performance Commitment and Review and the level of work satisfaction. The computed Sig. (2-tailed) value of 0.000 which is lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there is significant relationship between determinants affecting the IPCRF and the level of work satisfaction.

5. Conclusion

Based on the summary of the investigations conducted, the researcher has arrived to conclude that:

1. The teacher-respondent is a typical female in her middle adulthood, Roman Catholic, Teacher I, BS degree with masteral units of education and had been in the teaching service for one and half decade.
2. The teacher-respondents assessed "Strongly Agree" on person-related determinants, school-related determinants, learners-related determinants and community related determinants as predictors affecting the IPCRF.
3. Assessed "Very Highly Satisfied" on security, work environment, job responsibilities and community

attachments linkages as dimensions on the level of work satisfaction.

4. There is significant difference on the assessment towards person-related and community related determinants when grouped according to age profile variables.
5. There is significant difference on the assessment of the teacher-respondents towards determinants affecting the IPCRF as person-related determinants, school-related determinants, learners-related determinants and community related determinants
6. There is positively high relationship between determinants affecting the IPCR and the level of work

satisfaction.

6. Recommendations

The researcher offered the following recommendations based on the salient findings obtained in the study.

1. Professional teacher's organization may lobby with legislature for fair increase of salary in order to keep abreast on increase prices of commodities and services.
2. For better teaching performance, the school is encourage to provide teachers with the needed teaching facilities and equipment especially this time of pandemic.
3. The giving of additional task to teachers shall be carefully studied and be given an in-depth consideration based on the ability, competence, and volition of teachers.
4. Teachers are encourage to exercise the optimum level of creativity and encouragement on motivating students to submit projects, activities and other learning requirements on time.
5. School administrators and teachers are encourage to develop a contingency plan to make parents and other community stakeholders involvement, participation and support to school programs and activities.
6. School administrators is encourage to be supportive and receptive in recognizing the efforts and contribution of teachers for school development.
7. To conduct a parallel or similar study with in-depth and wider in scope so as validate the findings obtained in the study.

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