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WORK-RELATED PROBLEMS AND PERFORMANCE LEVEL OF SENIOR HIGH SCHOOL TEACHERS

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Abstract

This descriptive correlational study determined the impact of work-related problems on the performance level of the 81 teachers in the Senior High School Department of a Local Government Funded University. Results showed: a combination of teachers, experienced to less experienced, mostly holding MA units, experienced work-compensation-related problems as their major problem. However, there were no significant relationship between the impact of their work-related

problems experienced and their performance level in terms of classroom management skills, communication skills, instructional skills, knowledge of the subject matter, methods of evaluation, and teacher's characteristics. In addition, there were no significant differences in the performance level in terms of classroom management, communication skills, instructional skills, knowledge of the subject matter, methods of evaluation, and teacher's characteristics when grouped according to the length of work experience and highest educational attainment.

Keywords

Work, Problem, Performance, Senior High School Teachers

1. Introduction

The career of teachers globally happens for different reasons, and they all want to be appreciated, become autonomous, and affiliated. This is true for senior high school teachers here in the Philippines who were challenged for the first time to handle grades 11 and 12 since the commencement of the K-12 program. Their work objectives include the development of the student's skills proficiency, generating lasting learners that will graduate from a college education.

This K-12 program enactment changed a lot of things such as new sets of policies crafted to fit the new curriculum, some tertiary/college teachers were rolled down as senior high school teachers, students with an additional 2 years of high school (and their parents had to pay for these additional two years), and schools/universities added new facilities or renovated their facilities to accommodate these students. All these marked the transition period for these teachers and students. Some of them were excited and happy; some were fearful and wondering, and some were not able to keep up with these new changes. Just like some of the senior high school teachers of a Local Government funded University, who verbalized to the researchers that they predict/think and feel that this new system affected the standard of education in the country, which eventually affected their motivation for non-stop development professionally, research engagement, teamwork with other teachers, and participation in decision-making.

The start of K-12 here in the Philippines is coupled with the different problems that the senior high teachers have encountered. In the works of Ruto (2013) challenges were mostly associated with instructing the subjects from inadequate materials to motivating teachers. The authors added that to provide support schools use textbooks, drawings, and other instructional materials that are not sufficient for teaching. They stressed that resources were lacking and teachers' opportunity for refresher courses to improve is always at loss. Moreover, it was

mentioned that teachers' lack of motivation is a challenge. They expressed that there was insufficient managerial assistance for teachers in terms of instructional materials, recruitment, funding especially for training, and motivation. According to Ruto and Ndaloh (2013), the overloading of subjects was given to teachers with the allocation of subjects. This was associated with the feelings of the teacher regarding insufficiencies of the periods allocated to the subjects.

The implications for this kind of work-related problems encountered by the teachers at senior high school includes additional burden on their shoulders (a greater number of students with an only limited number of teachers to handle them), less concentration or focus on the teaching-learning process due to the enormous challenges they are facing especially in terms of the classroom requirements as well as in other facilities, instructional materials, and laboratories.

2. Method

This study utilized the descriptive-correlational design to determine the relationship of impact (degree of seriousness) of problems related to work, that was experienced by the entire population (81) of teachers at the Senior High School Department of a Local Government Funded University and their performance level using researcher-made questionnaire validated by experts in the field of Education and Psychology, with the reliability of .932 and .995 assessed using Cronbach Alpha Coefficient Analysis. Respondents of the study were selected through the universal sampling method. Ethical and legal aspects were considered during the data collection.

3. Results

This section presents the findings of the study as follows: frequencies and percentages of the teaching experience and highest educational attainment of the respondent-teachers; mean scores and work-related problems; level of impact of work-related problems; performance level of the senior high school teacher; the relationship between the impact of work-related problems experienced by the respondent-teachers and their performance level; and difference in the performance level of the respondent-teachers when grouped according to demographic profile.)

3.1. Frequency and Percentage of Respondent-Teachers Demographic Profiles

The focus of this section was to present the frequency and percentage of the respondent-teachers' demographic profiles in terms of teaching experience and highest educational attainment. It was gathered using the researcher-made questionnaire.

3.1.1. Teaching Experience

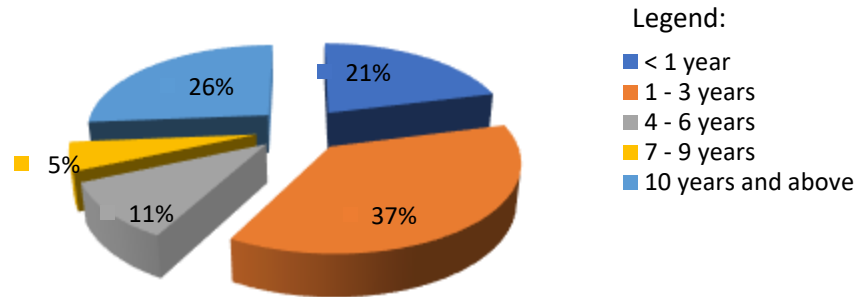


Figure 1: *Frequency and Percentage of Respondent-Teachers Teaching Experience*
(Source: Authors' Own Illustration)

Figure 1 shows the frequency and percentage of teaching experience of the respondent-teachers where the majority belonged to the 1 to 3 years of teaching experience with 37 %; the least were those that belonged to the 7 to 9 years of teaching experience with only 5%. This data shows that the Local Government funded University has a combination of teachers that range from experienced to less experience in terms of the teaching profession. Their interactions result in continuing professional development as the less experienced teachers learn from conversations with and observations of experienced teachers who are willing to share their ideas about teaching.

3.1.2. Highest Educational Attainment

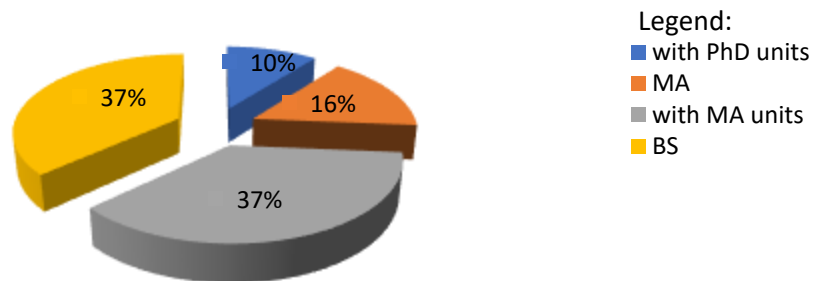


Figure 2: *Frequency and Percentage of Respondent-Teachers Highest Educational Attainment*
(Source: Authors' Own Illustration)

Figure 2 illustrates the frequency and percentage of highest educational attainment of the respondent-teachers where 37% holds M.A. units, same also for those with bachelor's degree. The

lowest were those with Doctoral Degree or Ph.D. units with only 10%. This means they choose to return to school to obtain master’s degrees to gain new knowledge to best impact their students. This allows them to hone their abilities and become expert educators as argued by Harris and Sass (2011), which reported that teacher efficiency is enhanced by graduate education; and confirmed in the works of Sahlberg (2015) where it stated that graduate education increases the position of the teaching profession.

3.2. Mean Scores and Work-Related Problems

This section takes a perusal of the findings of the study as to means scores and work-related problems: work compensation, supplies and facility, administration, student, parents, and peer-related problems.

3.2.1. Summary of Work-Related Problems:

Table 1: *Summary of Mean Scores of Work-Related Problems*

Items	Mean Score	Ranking
1. Work-Compensation-Related Problems	4.14	1
2. Supplies and Facility-Related Problems	3.42	2
3. Administration-Related Problems	2.65	3
4. Student-Related Problems	2.59	4
5. Parents-Related Problems	2.52	5
6. Peer-Related Problems	2.32	6

(Source: Authors’ Own Illustration)

Table 1 displays a summary of means scores of work-related problems. The top three highest work-related problems experienced by the respondent-teachers include work-compensation-related problems with the highest mean score of 4.14, the second-highest is supplies and facility-related, scoring 3.42, the third-highest is administration-related scoring 2.65. The lowest three are student-related scoring 2.59 ranked fourth, student’s parents, scoring 2.52 ranked fifth, and lastly, the sixth or the lowest is peer-related problems, scoring 2.32.

3.2.2. Work-Compensation Related Problems as The Highest Item:

Table 2: *Mean Score of Work-Compensation-Related Problems Experienced by the Respondent-Teachers*

Items	Weighted Mean	Descriptive Equivalent
<i>With regards to pay and compensation...</i>		
1. the teacher does not receive their salary on time	4.74	Always
2. the salary does not compensate the workload of the teachers	3.37	Sometimes

3. the financial benefits of teachers are inadequate for their additional needs	4.05	Frequent
4. the teachers do not receive monetary rewards for their good performance	4.26	Always
5. the school do not provide cash advances and petty loans for the emergency financial needs of the teachers	4.26	Always
Overall Mean Score	4.14	Frequent

(Source: Authors' Own Illustration)

LEGEND:

Descriptive Equivalent	Weighted Mean	Definition
Always	4.20 – 5.00	Have encountered the problem every time
Frequent	3.40 – 4.19	Have encountered the problem often or almost every time
Sometimes	2.60 – 3.39	Sometimes encountered the problem
Rarely	1.80 – 2.59	Seldom encounter the situation or problem
Never	1.00 – 1.79	Never encountered the situation or problem

Table 2 illustrates the mean scores of work-compensation-related problems defined as frequently experienced with a 4.14 overall mean score. The top 1 item is about teachers not receiving their salary on time, with a 4.74 mean score. The top 2 items are not receiving monetary rewards for their good performance, and schools not providing cash advances and petty loans for their emergency financial need, both with 4.26 mean scores. These findings indicate that both the direct (wage or salary) and indirect (monetary rewards) compensations were problems to the respondent-teachers. The works of Jonathan et al (2013) supported this finding as they stated that teachers also need adequate remuneration. In the study of Narimawati (2007), jobs that attracted teachers are those that can meet their daily needs, which if not achieved, results in less commitment and less exertion of full potentials from teachers.

3.2.3. Supplies and Facility-Related Problems:

Table 3: Mean Score of Supplies and Facility-Related Problems Experienced by the Respondent-Teachers

<i>The school...</i>	Items	Weighted Mean	Descriptive Equivalent
6.	has inadequate supply of textbooks & other related instructional materials	3.21	Sometimes
7.	has limited laboratory facilities in science and other subjects	3.63	Frequent
8.	has inadequate ventilation and lighting	3.32	Sometimes
9.	has broken-down classrooms and facilities	3.21	Sometimes

10. has a great need of additional classrooms for growing pupil population	3.74	Frequent
Overall Mean Score	3.42	Frequent

(Source: Authors' Own Illustration)

Table 3 shows the mean scores of supplies and facility-related problems defined as frequently experienced with a 3.42 overall mean score. The highest item is having a great need for the additional classroom for the growing pupil population, with a 3.74 mean score. This finding depicts that the respondent-teachers were very much problematic about their great need for more classrooms, which is seen in most Local universities funded by the Local Government. Their budget is tightly limited, that is why there is a shortage of classrooms. This is supported by the study of Nyamubi (2017) where offices, furniture were shared by teachers affected their concentration and productivity.

3.2.4. Administration-Related Problems:

Table 4: *Mean Score of Administration-Related Problems Experienced by the Respondent-Teachers*

Items	Weighted Mean	Descriptive Equivalent
<i>The parents of my students...</i>		
11. provides the teachers little opportunity for professional growth	2.58	Rarely
12. failed to show fairness in the evaluation of the teacher's performance	2.74	Sometimes
13. failed to provide the teachers challenge in work	2.42	Rarely
14. failed to provide a fast system of recognition and promotion	2.68	Sometimes
15. show little concern on the personal & financial needs of their teachers	2.84	Sometimes
16. show little concern in the professional needs of their teachers	2.63	Sometimes
Overall Mean Score	2.65	Sometimes

(Source: Authors' Own Illustration)

Table 4 shows the mean scores of administration-related problems defined as sometimes experienced with a 2.65 overall mean score. The highest item is about showing little concern for the personal & financial needs of their teachers with a 2.84 means score; the second is failed to show fairness in the evaluation of the teacher's performance, with a 2.74 means score. These findings suggest that the administrators of the Local Government Funded University were more concerned about other priorities facing the school, because of this, other matters become unnoticed. That is why the administration were being perceived as indifferent by the respondent-

teachers, thus leading to negative attitudes towards them that they have lack of interest in some areas that they should have been the one leading it.

On the part about the negative attitude of the respondent-teachers, all these can be traced from the character of the administrators towards their work such as, failed to show fairness in the evaluation of the teacher’s performance (second highest item); failed to provide a fast system of recognition and promotion (third highest item). Their strong administrative support facilitates success, continuity, and growth towards dealing with obstacles like schedule conflicts and class interruptions. It can also develop team spirit for the whole organization especially when the administration is on board and energy is directed toward making all the school activities work. In working on the problem, communication is the best way to relate to each other. How the aims of school administrators are understood and communicated, becomes prerequisites for what activities and perspectives are valued and lead to further actions by the schoolteachers. If there is poor leadership/ administration communication, the school will suffer. Administration and teachers will just waste their initiatives in traversing conflicts resulting from misunderstandings; and will be reluctant in devoting extra time when changes are made. This contributes to an environment that is not inspirational with negative vibes for teachers.

3.3. Summary of Mean Scores and Level of Impact of Work-Related Problems Experienced by the Respondent-Teachers:

The following are the findings of the study as to means scores and level of impact of work-related problems in terms of physical, intellectual, psychological, and behavioral performances of the respondent – teachers.

Table 5: *Mean Scores and Level of Impact of Work-Related Problems Experienced by the Respondent-Teachers*

Items	Weighted Mean	Descriptive Equivalent
Physical Performance	3.25	low extent
Intellectual Performance	2.93	low extent
Psychological Performance	3.14	low extent
Behavioral Performance	3.16	low extent

(Source: Authors’ Own Illustration)

LEGEND:

Descriptive Equivalent	Weighted Mean	Definition
Great extent	4.20 – 5.00	Impacts the performance to a very high level

Moderate extent	3.40 – 4.19	Impacts the performance to a high level
Low extent	2.60 – 3.39	Impacts the performance to an average level
Very low extent	1.80 – 2.59	The impact on the performance is below the average level
No impact at all	1.00 – 1.79	No impact is observed on the performance of the teachers

Table 5 shows the mean scores and level of impact of work-related problems experienced by the respondent-teachers.

In terms of the level of impact of work-related problems on physical performance, the means score is 3.25 interpreted as low extent. This indicates that they were not so much affected by work-related problems. The use of active and collaborative experiences contributed to student engagement, especially in a class that is why as teachers they do not feel physically tired at all and can continue well until the end of their classes. This is supported by the work of Armstrong (2006) that stated job satisfaction and working conditions are related and compatible with employees' physical comfort.

In terms of the level of impact of work-related problems on intellectual performance, the mean score is 2.93 interpreted as low extent. This suggests that they were not so much affected by the work-related problems as they are expected to practice professionally even under pressure. They enhance frequently their cognitive skills to increase their intellect and meet the teaching demands. This is supported by the findings that most of the respondent-teachers were holding M. A. units or having a continuing education to uplift their knowledge base. Organ and Bateman (2010) support this claim in terms of their view of job satisfaction as a phenomenon of different angles; such that, it comprises a variety of factors (like having a continuing education for lifelong learning), that go together to regulate attitude for his/her job and therefore his/her overall work performance. Through continuing education, good teachers become great teachers by going beyond the call of duty and beyond the textbook.

In terms of the level of impact of work-related problems on psychological performance, the mean score is 3.14 interpreted as low extent. This indicates that the psychological performances of the respondent-teachers were not so much affected by the work-related problems. This is because teachers can simply adjust to their profession through the increase of everyday resilience and constructive commitment with the people they work with. This is supported by the work of Lo (2014) which reported that sensible behaviors when they cope and their positive strategies when they think are personal resources that can help overcome their stress and exhaustion.

In terms of the level of impact of work-related problems on behavioral performance, the mean score is 3.16 interpreted as a low extent. This means that their behavioral performances are moderately affected by work-related problems. The rationale for this is that most of them are in the early stages of their career or adjusting stage, having 1 to 3 years of teaching experience. In lieu of this, they have been trying to learn how to cope with these stresses and demands. This finding is reinforced by the study of Kyriacou (2001) which emphasized that teachers cope by means of strategies emphasizing cognitive, emotional, and behavioral comfort and adaptation to deal with worrying events and to relieve thoughts of distress.

3.4. Mean Scores and Performance Level of the Senior High School Teacher

This section is about the findings of the study as to means scores and performance level of the respondent – teachers in terms of classroom management skills, communication skills, instructional skills, knowledge of the subject matter, methods of evaluation, and teacher’s characteristics.

3.4.1. Classroom Management Skills

Table 6: *Performance Level Mean Scores in terms of Classroom Management Skills*

Items <i>When I face work-related problems, in terms of classroom management, I can still....</i>	Weighted Mean	Descriptive Equivalent
1. come to my class adequately prepared for my day’s lesson	4.21	Always Excellent
2. maintain good discipline inside my classroom	4.16	Frequent-Very Satisfactory
3. administer tests systematically to my students	4.00	Frequent-Very Satisfactory
4. make lessons interesting and lively	4.16	Frequent-Very Satisfactory
5. provide opportunities for my students to cooperate in the activities in large and small groups	4.16	Frequent-Very Satisfactory
6. use my time and my student’s time efficiently and effectively	4.21	Always Excellent
7. can express my ideas very well, especially during my lectures	4.16	Frequent-Very Satisfactory
8. listen attentively during class discussion especially when my students are talking	4.05	Frequent-Very Satisfactory
Overall Mean Score	4.14	Frequent-Very Satisfactory

(Source: Authors’ Own Illustration)

Table 6 shows performance level means scores in terms of classroom management skills of the respondent-teachers which is defined as frequent-very satisfactory with 4.14 as its overall mean score. The highest item is about teachers coming to class adequately prepared for the day’s

lesson and using their time and students' time efficiently and effectively, both with a 4.21 mean score, interpreted as an excellent level of performance. This implies that in terms of classroom management skills, they were very satisfactorily performing. Their action leads to an environment in which improvement in the teaching and learning process can happen. This is supported by the statements of Emmer and Sabornie (2015) who said that teachers and schools develop a suitable type of classroom management where they can maintain the proper conduct of students. This is to enhance the pro-social behavior of students and improve their academic engagement.

3.4.2. Communication Skills

Table 7: *Performance Level Mean Scores in terms of Communication Skills*

Items <i>When I face work-related problems, in terms of communication skills, I can still....</i>	Weighted mean	Descriptive Equivalent
9. communicate sensefully and properly with my students	3.79	Frequent-Very Satisfactory
10. use correct grammar in communicating with students and other people	3.95	Frequent-Very Satisfactory
11. speak clearly and with clarity	4.16	Frequent-Very Satisfactory
12. listen properly and attentively	4.21	Always-Excellent
13. have a wide vocabulary that I use in preparing and presenting my lessons	3.95	Frequent-Very Satisfactory
14. show adequate command of the English/ Filipino language	4.11	Frequent-Very Satisfactory
15. make written communication clearly and correctly	4.00	Frequent-Very Satisfactory
Overall Mean Score	4.02	Frequent-Very Satisfactory

(Source: Authors' Own Illustration)

Table 7 displays performance level means scores in terms of communication skills; of the respondent-teachers which is defined as frequent-very satisfactory with 4.02 as its overall mean score. The highest amongst the items is listening properly and attentively, with a 4.21 mean score, interpreted as an excellent level of performance. This finding implies that in terms of communication skills, the respondent-teachers also had been very satisfactorily performing. These attributes were observed by the researcher as the respondent-teachers are well-versed in talking, writing on the board, and listening to the students, as they expect their students to write down what they say and have written, and to learn it so that they can repeat/communicate it among themselves. They see their role as one of helping the students to learn at a deeper level by understanding new ideas and concepts so well that they can apply them in a work situation. This finding is supported

by the works of Beers (2012) who reported that a teacher needs to adopt communication skills that involve listening and speaking as well as reading and writing; such skills of communication will motivate the students toward their learning process. The author added that to have effective teaching a teacher needs to be highly skilled in all these areas.

3.4.3. Instructional Skills

Table 8: *Performance Level Mean Scores in terms of Instructional Skills*

Items <i>When I face work-related problems, in terms of instructional skills, I can still....</i>	Weighted Mean	Descriptive Equivalent
16. adjust methods of instruction to student's learning abilities	4.00	Frequent-Very Satisfactory
17. use a variety of interesting technique	4.00	Frequent-Very Satisfactory
18. give examples and illustrations to clarify the subject matter	4.21	Always - Excellent
19. motivate learners properly and effectively	4.16	Frequent-Very Satisfactory
20. adopt methods of teaching to the aims of the lessons and to the needs, abilities, and interest of learners	4.11	Frequent-Very Satisfactory
21. provide enough time for recapitulation and evaluation before the end of the period	4.00	Frequent-Very Satisfactory
Overall Mean Score	4.08	Frequent-Very Satisfactory

(Source: Authors' Own Illustration)

Table 8 illustrates performance means scores in terms of instructional skills of the respondent-teachers which is defined as frequent-very satisfactory with 4.08 as its overall mean score. The highest amongst the items is giving examples and illustrations to clarify the subject matter, with a 4.21 mean score, interpreted as an excellent level of performance. This finding suggests that in terms of instructional skills, the respondent-teachers also had been very satisfactorily performing. They transmit knowledge effectively using a wide variety of instructional strategies that help create a classroom environment suitable for quality learning. As affirmed by the works of Abdu-Raheem (2016) instructional materials used for teaching and learning support teachers' efficiency and enhance the performance of the students. Therefore, the authors claimed that these are essential and significant tools in teaching.

3.4.4. Knowledge of the Subject Matter

Table 9: *Performance Level Mean Scores in terms of Knowledge of the Subject Matter*

Items	Weighted Mean	Descriptive Equivalent
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<i>When I face work-related problems, in terms of knowledge of the subject matter, I can still....</i>		
22. show mastery of the subject matter I teach in class	4.58	Always - Excellent
23. provide clear instructional objectives, the attainment of which can be observed or measured	4.11	Frequent-Very Satisfactory
24. answer questions in an expert and knowledgeable manner	4.11	Frequent-Very Satisfactory
25. continue acquiring additional knowledge & relevant information	4.11	Frequent-Very Satisfactory
26. make the details in the lesson plan thorough, up-to-date, and relevant to the objectives of the lesson	4.26	Always - Excellent
Overall Mean Score	4.23	Always - Excellent

(Source: Authors' Own Illustration)

Table 9 shows performance level means scores in terms of knowledge of the subject of the respondent-teachers which is defined as always-excellent with 4.23 as its overall mean score. The highest is showing mastery of the subject matter, with a 4.58 mean score, interpreted as an excellent level. This finding illustrates that they organize and use content knowledge more effectively for their students to understand. These are the countless responsibilities of being a teacher, where they select valuable learning activities, give insightful explanations, ask valuable questions, and evaluate students' learning, which is all dependent on their understanding of what their students must learn. This is supported by the choice of the respondent-teachers for the highest amongst the items, about showing mastery of the subject matter that the teacher teaches in class, interpreted also as an excellent level of performance. Also, the works of Ksenia et. Al. (2018) support the finding,

that to meet the demands and requirements of quality education, teachers must have lots of subject mastery and skills pertaining to teaching. Teachers extend beyond what the subject is all about and explain why it is considered reasonable or worth knowing, and how it relates to other propositions.

3.4.5. Methods of Evaluation

Table 10: Performance Level Mean Scores in terms of Methods of Evaluation

Items	Weighted Mean	Descriptive Equivalent
<i>When I face work-related problems, in terms of methods of evaluation, I can still....</i>		

27. give examinations based upon the lesson covered in the class	4.21	Always - Excellent
28. check and return test papers promptly	4.00	Frequent-Very Satisfactory
29. construct, administer and interpret results of different types of instruments and techniques to evaluate effectively individual and class achievement and progress	4.11	Frequent-Very Satisfactory
30. prepare and administer tests for diagnosing learner's weaknesses	4.11	Frequent-Very Satisfactory
31. provide remedial teaching in consonance with the diagnosis	3.84	Frequent-Very Satisfactory
32. construct test questions that are congruent with the objectives of the lesson	4.21	Always - Excellent
Overall Mean Score	4.08	Frequent-Very Satisfactory

(Source: Authors' Own Illustration)

Table 10 displays performance level means scores in terms of methods of evaluation of the respondent-teachers which is defined as frequent-very satisfactory with 4.08 as its overall mean score. The highest are giving examinations based upon the lesson covered in the class and constructing test questions that are congruent with the objectives of the lesson, both with 4.21 mean scores, interpreted as an excellent level of performance. This finding displays the respondent-teachers also had been very satisfactorily performing in terms of methods of evaluation. The reason for this is that the respondent-teachers knew that every teacher in any classroom is expected to document their students' performance. This evaluation of student learning and performance motivates the students to recognize their strengths and weaknesses about the learning they need. This finding is supported by Dunn et. Al. (2004) who said that classroom assessment and evaluation show whether the learning has been successful and clarify the expectation of the teachers from the students. Its purpose is to give students the opportunity to show what they have learned rather than catch them out or to show what they have not learned.

3.4.6. Teacher's Characteristics

Table 11: Performance Level Mean Scores in terms of Teacher's Characteristics

Items	Weighted Mean	Descriptive Equivalent
<i>When I face work-related problems, in terms of teacher's characteristics, I can still....</i>		
33. manifest open-mindedness and considerateness in class	3.89	Frequent-Very Satisfactory

34. accept comments and suggestions from students & colleagues graciously	4.00	Frequent-Very Satisfactory
35. work and execute my tasks gracefully	4.11	Frequent-Very Satisfactory
36. show evidence of good health physically needed for work	3.84	Frequent-Very Satisfactory
37. possess mental ability needed for successful teaching	4.05	Frequent-Very Satisfactory
38. exhibit psychological and behavioral wellness	3.95	Frequent-Very Satisfactory
39. able to socialize cheerfully with my students and colleagues	4.00	Frequent-Very Satisfactory
40. set the example in moral and ethical behavior to pupils, peers, and the community	4.11	Frequent-Very Satisfactory
41. manifest sense of humor, cheerfulness, and enthusiasm in class	4.05	Frequent-Very Satisfactory
42. show creativity and resourcefulness in my performance	4.16	Frequent-Very Satisfactory
43. observe proper grooming, looking, and attire	4.21	Always - Excellent
Overall Mean Score	4.03	Frequent-Very Satisfactory

(Source: Authors Own Illustration)

Table 11 shows performance level means scores in terms of teacher’s characteristics of the respondent-teachers which is defined as frequent-very satisfactory with 4.03 as its overall mean score. The highest is observing proper grooming, looking, and attire, with a 4.21 mean score, interpreted as an excellent level of performance. This finding means that in terms of teachers’ characteristics, the respondent-teachers also had been very satisfactorily performing. This is because the respondent-teachers knew that keeping an image is crucial in their profession; wherein what they dress can be perceived by students differently or appropriately. This is why they chose observing proper grooming, looking, and attire, as the highest amongst the items above. Wong and Wong (2009) stated that teachers’ grooming and personal attire promote the perceptiveness and receptiveness of students.

3.5. Relationship between the Impact of Work-Related Problems experienced by the Respondent-Teachers and their Performance Level

This section contains the findings regarding the relationship between the impact of the work-related problems experienced by the respondent- teachers and their performance level.

Table 12: *Relationship between the Impact of the Work-Related Problems Experienced by the Respondent-Teachers and their Performance Level*

Work-Related Problems	Impact on Physical Performance		Impact on Intellectual Performance		Impact on Intellectual Performance		Impact on Behavioral Performance	
	p-Value	INT	p-Value	INT	p-Value	INT	p-Value	INT
Classroom Management	0.086	NSR	0.414	NSR	0,077	NSR	0.104	NSR
Communication Skills	0.141	NSR	0.486	NSR	0.063	NSR	0.074	NSR
Intellectual Skills	0.527	NSR	0.706	NSR	0.376	NSR	0.423	NSR
Knowledge of Subject Matter	0.843	NSR	0.585	NSR	0.934	NSR	0.857	NSR
Method of Evaluation	0.225	NSR	0.743	NSR	0071	NSR	0.103	NSR
Teacher Characteristics	0.149	NSR	0.366	NSR	0.067	NSR	0.086	NSR

(Source: Authors' Own Illustration)

LEGEND:

INT – Interpretation

S – Significant Relationship

NSR – No Significant Relationship

Table 12 illustrates that there are no significant relationships between the impact of the work-related problems (Classroom Management, Communication Skills, Intellectual Skills, Knowledge of Subject Matter, Methods of Evaluation and Teacher Characteristics) experienced by the respondent-teachers and their performance level (Physical, Intellectual, Psychological, and Behavioral) as determined by p-values: 0.086, 0.414, 0.077 and 0.104 (respectively for Classroom Management); 0.141, 0.486, 0.063 and 0.074 (respectively for Communication Skills); 0.527, 0.706, 0.376 and 0.423 (respectively for Instructional Skills); 0.843, 0.585, 0.934 and 0.857 (respectively for Knowledge of Subject Matter); and 0.149, 0.366, 0.067 and 0.086 (respectively for Teacher Characteristics) which are all greater than 0.05 levels of significance. These findings indicate that the respondent-teachers performance levels are not affected or associated with the existence of work-related problems. This also means that respondent teachers can still control the learning and direction of their classroom, free from distractions. They do not mind that they are teaching a number of students with different needs, behaviors, and attention spans which can be challenging, aside from the fact that they are also confronted with other work-related problems such as compensation (delayed salary) and lack of school facilities and instructional materials.

Their positive outlook created a structured classroom that inspires learning and reduces conflict. The implication for this is that the class will still experience an excellent atmosphere for learning inside the classroom despite the problems encountered by the teachers. This finding is supported by the works of Attakom et. al. (2014) which reported that most excellent teachers demonstrate passion and anticipation in teaching. Through this, they provide a path for the students to reach their goals. The authors added that the best teachers are skilled in practical skills of teaching: instructional manner, developmental evaluation, and classroom management.

3.6. Difference in The Performance Level of The Respondent-Teachers When Grouped According to Demographic Profile

This section contains the differences in the performance levels of the respondent-teachers when they are grouped according to their length of work experiences and highest educational attainment.

3.6.1. Length of Work Experience

Table 13: *Difference in the Performance level of the Respondent-Teachers when grouped according to Length of Work Experience*

Impact of The Work-Related Problems Experienced	F-value	p-value	Decision on Ho	Interpretation
Classroom Management WM	1.169	.366	Accept Ho	No Significance
Communication Skills WM	.467	.759	Accept Ho	No Significance
Intellectual Skills WM	1.067	.409	Accept Ho	No Significance
Knowledge of Subject Matter WM	1.025	.428	Accept Ho	No Significance
Method of Evaluation WM	.475	.754	Accept Ho	No Significance
Teacher's Characteristics WM	1.359	.298	Accept Ho	No Significance

(Source: Authors' Own Illustration)

Table 13 illustrates that the null hypothesis 3 was accepted and that there were no significant differences in the performance level of the respondent-teachers in terms of classroom management, communication skills, instructional skills, knowledge of the subject matter, methods of evaluation, and teacher's characteristics when grouped according to the length of work experience, with *p*-values greater than 0.05 level of significance (Sig. = 0.366, 0.759, 0.409, 0.428, 0.754 and 0.298 respectively). This finding can be traced again to the fact that most of the

respondent-teachers belonged to the 1 to 3 years of teaching experience which is why they do not differ in terms of their performance level. The University used as a locale is also young and new, established to cater to the Philippines K-12 program. With its formation comes along great planning on how to handle the great diversities of students who will enroll in the interest of satisfying their needs that require skills (classroom management, communication skills, instructional skills, knowledge of the subject matter, and methods of evaluation). The respondent-teachers were also part of that plan. They were hired with a distinct qualification (that they must possess great teaching characteristics, teaching skills, and mastery of subject matter) to do orientation that they must be able to manage the students. Therefore, a successful classroom management system is their main concern. Next is the honing of their skills (communication skills and instructional skills) and their knowledge and methods of evaluation. Aligned with the plan was to orient the respondent-teachers at the same time, to promote an effective teaching performance through student discipline and meaningful learning. This finding is supported by Rosas and West (2009) who stated that a safe and orderly classroom is a concern for teachers, that they need to manage because they are responsible for students' academic accomplishment.

3.6.2. Highest Educational Attainment

Table 14: *Difference in the Performance level of the Respondent-Teachers when grouped according to Highest Educational Attainment*

Impact of The Work-Related Problems Experienced	F-value	p-value	Decision on Ho	Interpretation
Classroom Management WM	.407	.750	Accept Ho	No Significance
Communication Skills WM	1.228	.334	Accept Ho	No Significance
Intellectual Skills WM	1.190	.347	Accept Ho	No Significance
Knowledge of Subject Matter WM	1.807	.189	Accept Ho	No Significance
Level of Performance in terms of Method of Evaluation WM	.663	.588	Accept Ho	No Significance
Teacher's Characteristics WM	2.175	.133	Accept Ho	No Significance

(Source: Authors' Own Illustration)

Table 14 displays that the null hypothesis 3 was accepted and that there were no significant differences in the performance level of the respondent-teachers in terms of classroom management, communication skills, instructional skills, knowledge of the subject matter, methods of evaluation,

and teacher's characteristics when grouped according to highest educational attainment, with p - values greater than 0.05 level of significance (Sig. = 0.750, 0.334, 0.347, 0.189, 0.588 and 0.133 respectively). This is because most of the respondent-teachers were holding M.A. units that is why in terms of education attainment the respondent-teachers do not differ in terms of their performance level. They have been educated from bachelor's to master's degree in the same ways that they must learn the art of managing their classroom, attain and sustain different teaching skills, master their subject matter and how their students can be evaluated; in addition, they also learned to from these degrees how to maintain and sustain good teacher's characteristics. Therefore, they have similar performances in teaching the students. This is confirmed by the works of Ladd and Sorensen (2015) which also confirmed that teachers with master's degrees are no more efficient than those deprived of.

4. Conclusion

It was therefore concluded that work-compensation-related problems are the major problem experienced by the respondent-teachers. It is the financial aspects that significantly stirred influence in as much as it represents imperceptible areas like accomplishment and success. The teachers have a low extent of the impact of these work-related problems that they have the very satisfactory performance of classroom management, communications skills, instructional skills, knowledge of the subject matter, methods of evaluation and has very good teacher's characteristics. This led to the findings of no significant relationship between the impact of the work-related problems experienced by the respondent-teachers and their performance level. Also, there were no significant differences in the performance level in terms of classroom management, communication skills, instructional skills, knowledge of the subject matter, methods of evaluation, and teacher's characteristics when grouped according to the length of work experience and highest educational attainment. The teachers performed their obligation professionally thus they were effective in their job. This made a significant influence on their student's achievement even if they as teachers they have problems on the side.

5. Recommendation

It was recommended that: teachers in Senior High School must continue to cope strongly with their experienced work-related problems so it will never affect or have an impact on their

performance level; school administrators should have increased information and awareness about the work-related problems (especially work-compensation problems) that affect the performance level of their senior high school teachers. They should consider the improvement in the work compensation (especially on salary), school facilities and instructional materials, and administration problem areas; academic institutions should consider the implications of this study in developing a program or operating procedure to minimize problems that are encountered by their faculty; students should be more active and participative as well as disciplined during the teaching-learning, and future researchers to use the result of this study as a resource for further studies.

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