

English Language Teachers' Expectations, Satisfaction, Needs and Performance in the Senior High Schools in Pangasinan, Philippines

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Abstract

This study aimed to determine the English language teachers' expectations, satisfaction, needs and performance in the Senior High Schools in Pangasinan and to develop an innovative language development plan. Descriptive correlational-comparative design was utilized in the study. Results showed that the level of expectations, satisfactions and needs of the Senior High School English language teachers in Pangasinan were unanimously high that needs to be addressed in order for them to work effectively in their respective schools. There is significant difference between and among expectations, satisfaction and needs of the English language teachers in the Senior High Schools along the seven areas or domains. The teaching performance of the Senior High School English language teachers in Pangasinan was very satisfactory. Thus, the level of expectations, satisfaction and needs of the Senior High School English language teachers didn't affect their teaching performance. Furthermore, the researcher recommended that the DepEd officials concerned would try out the proposed innovative development plan concerning the needed activities and projects for the Senior High School teachers, likewise, the principals and assistant principals would help and guide new teachers to reduce the stress level that is associated with the multiple tasks of teaching and they should design staff development programs for them.

Keywords: Expectation, Needs, Performance, Satisfaction, Senior High Schools

INTRODUCTION

Provision of quality education is important for facilitating a nation's development. Research has found that, to improve individual learners' values, attitudes, behaviors, and skills, quality education is of paramount importance [1- 10].

Teachers are the heart of classroom instruction, so they are the key to the learners' productivity and hence to society's efficiency. Teachers' effectiveness depends on their competence, both academic and pedagogical, as well as a correlation between their training and skills and their position, workload, and work encouragement [11-16].

Accepting the teaching role calls for sacrifice and devotion. Alongside the demands of teaching, teachers have other duties such as guiding, counseling, and disciplining students and managing classes. For teachers to devote their efforts to serving the community, they need to see that they are valued and are being properly supplied with the things necessary for them to accomplish their duties [17-26].

When teachers are at school, they require a conducive workplace environment to conduct their profession effectively. They also need adequate remuneration [43]. According to [27], employees are attracted to jobs that make it possible for them to meet their daily needs. Unless these needs are achieved, teachers cannot realize their full potential and will begin to be less committed to teaching. Several papers have studied some areas of senior high school education in the Philippines [40-42; 44-47], but this study focuses on the expectations, satisfaction, needs, and performance of English language teacher.

MATERIALS AND METHODS

Respondents of the Study

The respondents of the study were 174 English language SHS teachers in the forty four municipalities and four cities (public mother schools) in Pangasinan. The researcher took the complete number of teacher-respondents excluding those who were teaching in the Senior High School but their appointments are in the Junior High and those who were on-leave either for personal or official business like attending seminars and serving as coach in the contests during the administration of the research questionnaire.

Instrumentation

A combination of data collection techniques such as questionnaire (Appendix B) and the Individual Performance Commitment and Review Form (IPCRF) filed in every

school were utilized in this study.

A researcher-made test was used to determine the level of expectations, satisfactions and needs of the English language teachers in the Senior High School.

For purposes of establishing the instruments validity, the first draft of the questionnaire was presented to the adviser and a panel of experts. Then, using the experts validation, necessary corrections were incorporated based on their suggestions.

The results of the validation of the questionnaire show a computed mean of 4.28 which has a descriptive equivalent of "highly valid" extent of validity.

Data-gathering Procedure

A letter of permission from the dean of the Graduate School of University of Luzon was forwarded to get the approval to conduct the present study. Upon the approval of the dean of the graduate school, a letter of permission to conduct the study was likewise forwarded to Schools Division Superintendents of the six divisions in the province of Pangasinan requesting the approval for the gathering of the needed data in this study. Upon the approval of the Superintendent, the researcher asked for the approval of the Senior High School Principals to gather the needed data among the Senior High School English teachers. With the guidance and approval of the SHS school principals the researcher floated the survey questionnaire and explained to the respondents the purpose of the present study. After the respondents accomplished the survey questionnaire, the researcher gathered and consolidated the data for analysis and interpretation.

Statistical Treatment

The data were all encoded and analyzed in SPSS 20. Mean, Analysis of Variance (ANOVA) and Pearson r product moment of correlation were utilized in the study.

RESULTS AND DISCUSSION

Levels of Expectation, Satisfaction and Needs of English Language Teachers in the SHS

Areas	Expectation	Satisfaction	Needs
Compensation	4.19	3.44	4.45
Pre-Service Preparation	4.42	3.96	4.56
External Forces	4.35	3.78	4.52
School Culture	4.48	3.84	4.60
In-Service Trainings	4.44	3.81	4.61
Motivation to Teach	4.56	4.14	4.60
Emotional Factors	4.35	3.91	4.54
Mean	4.40	3.84	4.55
Descriptive Equivalent	Very Highly Expected	Highly Satisfied	Very Highly Needed

Table 1 shows that the level of expectation of the English Language teachers along the seven areas/domains was very high that the teacher-respondents were expecting very highly along the indicators given. On the other hand, the level of satisfaction of the respondents was high such that the teacher-respondents were highly satisfied in the Senior High School. Similarly, the level of needs of the English Language Teachers along the areas/ domains was also very high which evidently shows that the given indicators were very highly needed in the Senior High School.

Positive working environment for teachers is one of the important factors to reconsider as supported by the study of [29]. Working conditions for teachers are directly impacted by the principal's leadership style and administrators have the power to create a favorable work environment for them. Thus, environment that teachers work in influences a teacher's satisfaction level and if they are happy with their workplace, they get satisfied and their expectations and needs are addressed.

Significant Difference on the Levels of Expectation, Satisfaction and Needs of the English Language Teachers

Areas	F-Value	Sig	Interpretation
Compensation	38.739	0.000	Significant
Pre-Service Preparation	152.367	0.000	Significant
External Forces	63.704	0.000	Significant
School Culture	58.704	0.000	Significant
In-Service Trainings	170.491	0.000	Significant
Motivation to Teach	48.866	0.000	Significant
Emotional Factors	40.157	0.000	Significant

Table 2 shows the significant difference on the levels of expectation, satisfaction and needs. It can be gleaned from the table that the computed f-values along different areas such as compensation, pre-service preparation, external forces, school culture, in-service trainings, motivation to teach, and emotional factors were less than 0.05 indicating that there is a significant difference between the level of expectations, satisfaction and needs of the English teachers in Pangasinan.

Performance Level of the English Language Senior High School Teachers in Pangasinan

Key Result Area	Mean	Descriptive Equivalent	Rank
Classroom Instruction/Teaching	4.29	Very Satisfactory	3.5
Classroom Management	4.28	Very Satisfactory	5
Community Activity/Outreach	4.29	Very Satisfactory	3.5
Professional Growth	4.36	Very Satisfactory	2
Plus Factor Innovations and Other Assignments	4.37	Very Satisfactory	1
<u>Overall Mean</u>	<u>4.31</u>	<u>Very Satisfactory</u>	

Table 3 presents the performance level of the English Language teachers in the Senior High school along classroom instruction/teaching, classroom management, community activity/outreach, professional growth, plus factor innovations and other assignments. The table shows that among 174 English Language teachers in Pangasinan, the overall mean is 4.31 indicating that they have “very satisfactory” performance. The highest rating of 4.37 was obtained along the area plus factor innovations and other assignments which is “very satisfactory”. The lowest mean along classroom management ranked 5 but this is still described as “very satisfactory”.

The result implies that English Language teachers in Pangasinan performed very satisfactorily in all key result areas. This study supports the contention of that if the employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively. This implies that motivated and satisfied teachers are most likely to affect the students’ learning positively while the opposite of that may have negative impacts on students’ performance. Thus, educational leaders and

administrators/managers have to pay special attention to the phenomena of motivation and job satisfaction.

Significant Relationship Between the Level of Expectations, Satisfaction and Needs and the Teaching Performance of the English Language Senior High School Teachers in Pangasinan

Variables	Pearson Correlation	P- value	Interpretation
Expectation	0.060	0.429	Weak Relationship
Satisfaction	0.097	0.202	Weak Relationship
Needs	0.021	0.781	Weak Relationship

The relationship of the expectations, satisfaction and needs of the English language teachers to their teaching performance in the Senior High School is determined by using the Pearson r product moment correlation. As revealed on Table 4, in terms of levels of expectation of the Senior High School English teachers in Pangasinan, the computed Pearson r Correlation is 0.060 with a corresponding P- Value of 0.429 indicating that there is a weak relationship between the level of expectations of teachers with their teaching performance.

It implies that their level of expectations does not affect their teaching performance. Furthermore, in terms of their level of satisfaction, it shows that the computed Pearson Correlation is 0.097 having a P-value of 0.202 that is greater than 0.05 indicating that there is a weak relationship between the level of satisfaction with the teaching performance of the teachers.

Lastly, in terms of level of needs of the teachers, it shows that the computed Pearson Correlation is 0.021 with a P-Value of 0.781 that is greater than 0.05 indicating that there is weak relationship between the levels of needs of the English teachers with their teaching performance as manifested in their IPCRF.

The results negate the findings of [31] where he found out that there is significant relationship that exists between job satisfaction and performance. He found out that the relationship between work performance and job satisfaction is significant. A more complete understanding of its significance requires more investigation beyond the

significant relationship between teacher respondents' personal profile in terms of age, length of service, educational attainment and job satisfaction and between personal profile in terms of sex, civil status and job. Individual performance is generally determined by three factors—the desire to do the job, ability, the capability to do the job, and the work environment, the tools, materials, and information needed to do the job. If an employee lacks ability, the manager can provide training or replace the worker. If there is an environmental problem, the manager can also usually make adjustments to promote higher performance [32].

CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The following are found:

1. Based on the data, the level of expectation of the English Language teachers along the seven areas/domains is very high that the teacher- respondents are expecting very highly along the indicators given while their level satisfaction is high such that the teacher-respondents are highly satisfied in the Senior High School. Similarly, the level of needs of the English Language Teachers along the areas/ domains is also very high which evidently shows that the given indicators are very highly needed in the Senior High School;
2. There is a significant difference between and among the level of expectations, satisfaction and needs of the English language teachers in Pangasinan in terms of compensation, pre - service preparation, external forces, school culture, in-service trainings, motivation to teach and emotional factors; and
3. The performance level of the English Language teachers in the Senior High school is very satisfactory with the overall mean of 4.31. This indicates that the teacher-respondents performed very satisfactorily along classroom instruction/teaching, classroom management, community activity/outreach, professional growth, plus factor innovations and other assignments.
4. There is no relationship that exists on the expectations, satisfaction and needs of the English language teachers to their teaching performance in the Senior High School.

Conclusions

The following conclusions were drawn:

1. The level of expectations, satisfactions and needs of the Senior High School English language teachers are unanimously high that needs to be addressed in order for them to work effectively in their respective schools;
2. The level of expectations, needs and satisfaction of the English teachers in the province are significantly different along with the aforementioned areas; and
3. The teaching performance of the Senior High School English language teachers in Pangasinan is evidently very satisfactory.
4. The level of expectations, satisfaction and needs of the Senior High School English language teachers does not affect their teaching performance.

Recommendations

The following are recommended:

1. The DepEd officials concerned should try out the proposed innovative development plan concerning the needed activities/projects for the Senior High School teachers [33-36];
2. The principals and assistant principals should help and guide new teachers to reduce the stress level that is associated with the multiple tasks of teaching and they should design staff development programs for them [37-39]; and
3. Other researchers are invited to conduct parallel studies to find out if there are already some changes or improvements on the expectations, satisfaction, needs and performance of the English Language teachers.

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