



WORK PERFORMANCE OF TEACHERS: A DEMOGRAPHIC ANALYSIS BASED ON INDIVIDUAL PERFORMANCE REVIEW AND COMMITMENT FORM (IPCRF)

Neil D. Gacusan, Evalyn M. Calangi

Neil D. Gacusan is a candidate for Master of Arts in Education major in Educational Management Degree at Southern de Oro Philippines College, Cagayan de Oro City, Philippines

Evalyn M. Calangi, PhD is the Thesis Adviser of Neil D. Gacusan at Southern de Oro Philippines College, Cagayan de Oro City, Philippines

KeyWords

Work Performance, Teachers, Demographic, Individual Performance Commitment Review Form

ABSTRACT

The aim of this study was to ascertain the influence of demographic variables on the work performance of secondary school teachers. The study specifically examined the influence of age, gender, educational qualifications, length of service, and teaching position on the respondents' work performance. The Individual Commitment and Review Form (IPCRF) rating of the respondents for S.Y. 2020-2021 was used as basis for their work performance. Data were gathered from the 45 teachers of Kauswagan National High School in the Division of Cagayan de Oro City through survey technique of data collection. Frequency and percentages were used to present the demographic profile and the level of work performance of the respondents, F-test was used to determine significant difference between respondents work performance when grouped according to the demographic variables, while the Pearson-Product Moment Correlation or Pearson-r was utilized to determine significant relationship between the level of teachers' work performance and their demographic profile. The study found out that teaching position is a factor affecting the work performance of teachers. The study also revealed that there is a significant difference between the level of teachers' work performance and their demographic profile in terms of age, educational qualification, and teaching position. It was recommended among others that teachers should consider enrolling in graduate studies since this is a necessary requirement for promotion. This is based on the idea that the teaching profession thrives on lifelong learning.

INTRODUCTION

Education is the backbone of every society. It broadens the youth's horizons and provides them with possibilities to create their life and face the problems of the modern world. One of any government's key obligations is to provide its youth with the knowledge and skills they need to make a life and contribute to the development of the communities in which they live (Kobia, 2017).

The Philippine government places great effort in making education available to every Filipino. Article 14, Section 1 of the 1987 Constitution provides that "the state shall protect and promote the rights of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all (The 1987 Constitution of the Republic of the Philippines – Article IV)". These goals are also embedded in the mission and vision of the Department of Education. Thus, it becomes clear that schools must faithfully perform their role in the society.

The framework of the study is bounded on the context of legal and philosophical underpinnings pursuant to Republic Act 9155 or the Governance of Basic Education Act of 2001, and RA 10533 or the Enhanced Basic Education Act of 2013, which mandate the Department of Education (DepEd) to protect and promote the right of access to quality basic education. DepEd is tasked to provide a learner-centered, inclusive, relevant, and contextualized K to 12 basic education and sets forth the provision of learning resources that are responsive to the needs, context, circumstance, and diversity of learners.

The importance of quality education, as described by the legislative basis stated above, underscores the need for competent teachers. According to Junio et al., (2020), teachers play a vital role in the realization of the goals and objectives of a country's educational system. Moreover, Article 1, section 2 of RA 7836 states that "The State recognizes the vital role of teachers in nation-building and development through a responsible and literate citizenry".

The critical role of teachers in providing high-quality education necessitates for a methodical approach to not just identifying their numerous tasks and responsibilities, but also measuring how successfully they were able to carry them out. Thus, the Individual Performance Commitment and Review Form (IPCRF) was introduced to DepEd in 2015. IPCRF is a broad plan of task and acts as a guide for teachers, according to Junio et al, (2020). It is written before the start of classes, executed before the school year, and rated at the end of the school year. This is a performance evaluation tool. Thus, the individual tasks and responsibilities that are stipulated in the IPCRF serve as the framework to describe the work performance of teachers.

Many factors, however, influence how well a person executes his or her task(s). This is also true of educators. As a result, it emphasizes the need for research into the variables that influence teachers' work performance. One variable, which has been the subject of numerous researches in the past, deals with demographics. The term demographics refer to the characteristics of a given population which includes age, sex, civil status, educational attainment, and others. For instance, Dureza (2020) concluded that a significant relationship exist between demographic factors and job performance. He also stated that teacher educators with higher educational attainment and had spent many years in teaching expressed a higher level of work performance.

On the other hand, Abarro (2018) argued that highest educational attainment significantly affect the job performance of teachers. Moreover, Hendrawijaya (2019) stated that demographic characteristics influence employee performances indicated by the variations in performance achievement among different demographic categories such as age, gender and academic qualifications.

However, not much local study has been conducted on this topic. Consequently, how demographics affect teacher work performance, in the context of the immediate researcher, is still unclear. Thus, the present researcher is interested to investigate on the influence of demographic variables such as age, gender, educational attainment, etc. on the work performance of teachers in the school where the researcher is presently teaching.

It is based on the afore-said circumstance that the researcher is motivated to conduct this study to ascertain the influence of demographic variables to teachers' work performance at Kauswagan National High School in the Division of Cagayan de Oro City for the school year 2021-2022.

Theoretical/Conceptual Framework

The Human Capital Theory, first proposed by Schultz (1960) and cited by Amegayibor (2021), serves as the paradigm for this study. Human Capital Theory holds that knowledge or characteristics possessed by a worker contribute to his or her productivity. It allows us to consider not only the years of education, but also a variety of other factors as part of human capital investments.

This theory gives support on the importance of this study in different ways. First, it sees every individual as an important element in achieving the goals of an organization. This is also true with teachers, who are responsible for delivering quality education. Second, this supports the need to look into the different factors that affect the work performance of teachers. In this study, the factor that was given consideration is the demographic profiles of the respondents.

Additionally, Don Elger's Theory of Performance, as cited by Haramain (2019) also gives significant insight on this study. It is critical for teachers to be aware of the various factors that can influence their work performance. This theory can serve as basis in explaining performance. In this theory, one of the identified factors that could influence performance is the personal factors which include variables associated with the personal situation of an individual. Another factor is the fixed factors. This component includes variables unique to an individual that cannot be altered (Haramain, 2019). Thus, this theory is appropriated for this study since personal and fixed factors include the demographic profile of the respondents.

Moreover, DepEd Order No. 2, s. 2015 – Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd) – provides the framework of this study. This DepEd Order aims to provide comprehensive guidelines for the adoption of the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS) in DepEd. The SPMS gives emphasis to the strategic alignment of the agency's thrust with the day to day operation of the units and individual personnel within the organization. The adoption of the SPMS in DepEd strengthens the culture of performance and accountability in the agency, with the DepEd's mandate, vision and mission at its core (DO No. 2, s. 2015, 2015).

Included in the RPMS is the Individual Performance Commitment and Review Form (IPCRF). The IPCRF is the form that shall reflect the individual commitments and performance, which shall be accomplished by the individual teachers. Basically it is a shared undertaking between the superior and the employee that allows an open discussion of job expectations, Key Results Areas, Objectives and how these align to overall departmental goals. It provides a venue for agreement on standards of performance and behaviours which lead to professional and personal growth in the organization (Philippines Community Website for Teachers, 2021). Thus, the individual duties and obligations that are stipulated in the IPCRF describe the work performance of teachers. The IPCRF is just discussed briefly in this section. However, an extensive discussion of the IPCRF will be done in the Review of Related Literature.

Methodology

The study utilized the descriptive-correlational research design where descriptive research summarizes the data using descriptive statistics; while the correlational research designs measure two or more relevant variables and assess the relationship between them. Descriptive research according to Siedlecki (2020) is a fact-finding inquiry or investigation. It was employed to develop a thorough knowledge of the primary causes of the given situations. In addition, descriptive design as an inquiry used an in-depth analysis of the problem which data collection methods include, but not limited to the survey questionnaire and the like. Moreover, descriptive research design was utilized to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics.

A correlational research design, on the other hand, looks into relationships between variables without allowing the researcher to control or manipulate any of them. The intensity and/or direction of the relationship between two (or more) variables is represented by a correlation. A correlation might have either a positive or negative direction (Scribbr, 2021).

This study was conducted at Kauswagan National High School, North 2 District, Division of Cagayan de Oro City. Kauswagan is one of the most prosperous barangays in Cagayan de Oro today. Its population as determined by the 2020 Census was 40,239. This represented 5.52% of the total population of Cagayan de Oro. The household population of Kauswagan in the 2015 Census was 34,981 broken down into 8,462 households or an average of 4.13 members per household. According to the 2015 Census, the age group with the highest population in Kauswagan is 20 to 24, with 3,802 individuals. Conversely, the age group with the lowest population is 80 and over, with 192 individuals.

The population of Kauswagan grew from 18,630 in 1990 to 40,239 in 2020, an increase of 21,609 people over the course of 30 years. The latest census figures in 2020 denote a positive growth rate of 2.94%, or an increase of 5,170 people, from the previous population of 35,069 in 2015. Kauswagan is situated at approximately 8.4968, 124.6394, in the island of Mindanao. Elevation at these coordinates is estimated at 6.0 meters or 19.7 feet above mean sea level (PhilAtlas, 2022).

Kauswagan National High School is a public secondary educational institution located at the municipality of Kauswagan, Cagayan de Oro. The institution was just recently established last 2011 and is still in its development stage. Nevertheless, the school takes pride in its excellent and highly-competent educational method and is gradually improving in terms of facilities, enrollees, and curriculum which will definitely meet the increasing demand for a proper and adequate secondary education the youth in the locality is looking for (Edukasyon.ph, 2018).

At present, the school provides a DepEd-recognized K-12 program with various academic and vocational strands for students to choose from. Under their Academic track is a strand in ABM, which is ideal for students who are looking to pursue a career in business. Also available is an academic strand in GAS which is particularly offered for students who are still uncertain on what career path to push through in their college degree. Lastly, several technical-vocational courses that will surely improve your technical skills are open for admissions (Edukasyon.ph, 2018).

The respondents of the study were the teachers of Kauswagan National High School. There were Forty-five (45) teacher-respondents who answered the survey questionnaire on the profile of teachers. The researcher followed the census method or the complete enumeration survey method. This was a statistical investigation method wherein each element or unit of the population was selected for the data collection (Research Gate, 2020). Thus, all of the secondary school teachers who are presently teaching in Kauswagan National High School were included in the study.

The research instrument that was utilized in this study was adapted from the work of Batuig et al., (2022) who conducted a study on the demographic variables and teachers' work performance. The research instrument was composed of two parts. Part I will be on the demographic profile of the teacher-respondents while the second part will be on the teachers' work performance which will be based on their rating on the Individual Performance Commitment Review Form (IPCRF) for the school year 2020-2021.

The researcher sought permission from the Schools Division Superintendent through the recommendation of the Dean of the

Graduate School to conduct the study. Subsequently, the same approval was sought from the teacher-respondents to allow the researcher utilize the work performance rating for research purposes only. After the respondents provided the information, the researcher immediately retrieved the said questionnaire, summarized, tabulated, and submitted the same to the Statistician for statistical analysis.

The following statistical treatments will be utilized to analyse the data of the study:

Problem 1, frequency and percentages was used to present the demographic variable of the study.

Problem 2, Frequency and percentages was used to present the level of teachers' work performance.

Problem 3, Inferential statistics such as F-test was used to determine whether any differences observed among the data are statistically significant.

Problem 4, Pearson-Product Moment Correlation or Pearson-r will be utilized to ascertain significant relationship between the level of teachers' work performance and their demographic variables.

Results and Discussions

Problem 1. What is the demographic profile of the respondents in terms of: Age; Gender; Educational Qualifications; Length of service; and Teaching Position?

Table 3 below shows the frequency distribution of the respondents' profile in terms of age. As shown, 16 (36%) out of the forty-five (45) teacher respondents have ages ranging from 41 to 50 years old; 11 (24%) have ages ranging from 21 to 30 years old; 10 (22%) have ages ranging from 31 to 40 years old; 7 (16%) have ages ranging from 51 to 60 years old; while 1 (2%) have age ranging from 61 years old and above. The data implies that majority of the teachers in Kauswagan National High School belong to age ranging from 41 to 50 years old. This is followed closely by the 21 to 30 years old age group. Moreover, there are only few teachers who belong to the 51 to 60 age group.

The 21 to 30 years old age group can be considered as the young group. These are the younger teachers, who are less experienced but eager to learn. As Oco (2022) puts it, young teachers and those with less experience in the classroom are known for their willingness to learn. This group is driven to learn in order to progress in rank. Furthermore, with a youthful body, this group is unquestionably stronger than that of an older one when it comes to doing particular tasks assigned by the organization (Hendrawijaya, 2019). This group is also advantageous if the job needs heavy physical labour or a quick reaction (Boerlijst, 2020).

The 41 to 50 years old age group can be considered as the old group. These are teachers who are experienced have formed a social bond with their colleagues (Oco, 2022). If the job needs heavy physical labour or a quick reaction, older teachers might be a disadvantage; nevertheless, expertise or age experience can be an advantage in increasing performance connected to the tasks assigned (Boerlijst, 2020).

The table 3 also shows that 30 (67%) out of the forty-five (45) teacher respondents are female, while 15 (33%) out of forty-five (45) respondents are male. It can be inferred from the table that there are more female teachers in Kauswagan National High School compared to male teachers. This is a regular scenario in the educational field. As Sarabia and Collantes (2020) put it, many people perceived that teaching profession is a profession primarily for women or has been reserved to women. Teaching, especially in primary education belongs to range of career choices among women. Similarly, Bongco & Abenes (2019) insisted that women are better suited in the teaching positions as compared to men pointing to the higher capability of the females to engage in human development work and willingness to make necessary sacrifice. In addition, they argued that teaching is globally recognized as a feminized profession.

Furthermore, table 3 also shows that 21 (47%) out of the forty-five (45) teacher respondents are BS graduate with MA units; 16 (36%) are BS graduate; 5 (11%) are MA degree holder; 2 (4%) are with PhD units; while 1 (2%) is a PhD degree holder. The data show that majority of the teaching staff of Kauswagan National High School have MA units as their highest level of education. In addition, the table also tells us that most of the teachers are pursuing continuous education.

In the Department of Education (DepEd), having a Complete Academic Requirements (CAR) for Master's Degree or being Master's degree holder is a necessary requirement for promotion (DO No. 66, s. 2007, 2007). As a result, teachers look for opportunities to enroll in graduate school so that they can advance in their careers. According to Haryono, Supardi, et.al (2020), job promotion will provide opportunities for personal growth, more responsibility, and increased social status.

In addition, Knutsen (2011) stated that fulfilment of personal objectives such as personal growth and personal development are reasons why people pursue higher education. This is also true in the educational field. According to Corpuz & Salandanan (2007), teaching feeds on continuing professional education. They claimed that a teacher must never cease studying or learning in order to maintain his or her zeal for teaching.

Table 3
Frequency Distribution of the Respondents' Demographic Profile

Age	Frequency	Percentage
61 years old and above	1	2%
51 to 60 years old	7	16%
41 to 50 years old	16	36%
31 to 40 years old	10	22%
21 to 30years old	11	24%
Total	45	100

Gender	Frequency	Percentage
Male	15	33%
Female	30	67%
Total	45	100%

Educational Qualification	Frequency	Percentage
PhD/EdD degree holder	1	2%
With PhD units	2	4%
MA degree holder	5	11%
With MA units	21	47%
BS graduate	16	36%
Total	45	100%

Length of Service	Frequency	Percentage
20 years and above	3	7%
15 to 19 years	2	4%
10 to 14 years	5	11%
5 to 9 years	22	49%
1 to 4 years	13	29%
Total	45	100%

Teaching Position	Frequency	Percentage
Master Teacher II	1	2%
Master Teacher I	0	0
Teacher III	9	20%
Teacher II	1	2%
Teacher I	34	76%
Total	45	100%

Table 3 further tells us that 22 (49%) teachers out of forty-five (45) teacher respondents have length of service in teaching ranging from 5 to 9 years; 13 (29%) have length of service in teaching ranging from 1 to 4 years; 5 (11%) have length of service in teaching ranging from 10 to 14 years; 3 (7%) have length of service in teaching ranging from 20 years and above; while 3 (4%) have length of service in teaching ranging from 15 to 19 years. The data further tell us that most of the teachers in Kauswagan National High School are only new in the service of teaching. Subsequently, there are only few teachers who have been teaching in DepEd for 10 years and above.

The number of years a person has worked in an organization can determine whether or not they perform better. Aside from gaining work experience, many years of employment within an organization indicate that the employer-employee relationship is sustainable in terms of achieving the organization's goals (Mom et al., 2021). One of the good qualities of new teachers is that they are willing to learn. As Oco (2022) states, those with less experience in the classroom are known for their willingness to learn. This group is driven to learn in order to progress in rank. Although new teachers may struggle in their first few years of teaching, their efficiency is predicted to improve over time. According to the study of Janardhanan and Raghavan (2018), employers could expect better performance from employees who have worked for a long time with them as they are more dependable when compared to newer employees. This is because employees' performance improved as they gained experience.

Table 3 further reveals that 34 (76%) out of the forty-five (45) teacher respondents are Teacher 1; 9 (20%) are Teacher 3; 1 (2%) is a Teacher 2; while 1 (2%) is a Master Teacher 2. The data implies that most of the teachers in Kauswagan National High School have a teaching position of Teacher I. In addition, it can be seen from the table that there is a huge gap between the number of Teacher III and Teacher I.

Previous research has revealed some of the reasons why many teachers are continually assigned to Teacher I position after several years of service. According to the study of Sarabia and Collantes (2020), the lack of trainings, seminars, workshops, and opportunities for teachers to seek higher education may be contributing to their challenges in advancing their careers. In addition, Batuigas et al., (2022) stated that in public schools, there is a stiff competition when it comes to promotion of teachers. Furthermore, validation of documentation for teachers aspiring to higher positions is extremely important and time-consuming. This is also one of the reasons why public school teachers would prefer to stay in their position.

However, although majority of the teachers are still Teacher I, it should be noted from earlier discussions, that a good number of teachers are pursuing further studies. This implies that these teachers are aiming for higher teaching position in the future. This is because job promotion will provide opportunities for personal growth, more responsibility, and increased social status (Haryono et al., 2020).

Problem 2. What is the level of teachers' work performance when they are categorized as: Outstanding; Very Satisfactory; Satisfactory; Unsatisfactory; and Poor?

The frequency distribution of the respondents' profile in terms of work performance is displayed in Table 4. As shown in the table below, 27 (60%) out of the forty-five (45) teacher respondents have an IPCRF performance rating ranging from 3.50 to 4.49 interpreted as Very Satisfactory; 17 (38%) have an IPCRF performance rating ranging from 4.50 to 5.00 interpreted as Outstanding; while 1 (2%) has an IPCRF performance rating ranging from 2.50 to 3.49 interpreted as Satisfactory.

The table further tells us that majority of the teaching personnel in Kauswagan National High School have a Very Satisfactory IPCRF rating. This is followed by those who have an Outstanding IPCRF rating. Moreover, although one teacher has a Satisfactory rating, majority of the teachers performed above average level.

The Department of Education (DepEd) is mandated to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: students learn in a child-friendly, gender-sensitive, safe, and motivating environment; teachers facilitate learning and constantly nurture every learner; administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen; family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners (Department of Education, 2022).

Table 4
Frequency Distribution of the Respondents' Work Performance

Performance Rating	Frequency	Percentage
Outstanding	17	38%
Very Satisfactory	27	60%
Satisfactory	1	2%
Unsatisfactory	0	0
Poor	0	0
Total	45	100%

It can be inferred from that data that, by and large, the teaching staff of Kauswagan National High School have been faithful in their task of delivering a learner-centered, inclusive, relevant, and contextualized education that are responsive to the needs, context,

circumstance, and diversity of learners. It signifies that the majority of teachers were able to efficiently carry out their respective tasks and responsibilities as outlined in the IPCRF.

Problem 3. Is there a significant difference between the work performances of the respondents when grouped according to: Age; Gender; Educational qualifications; Length of service; Teaching Position?

The findings of the statistical test on the variations in teacher work performance when categorized according to different demographic characteristics are presented in Table 5 on the succeeding page. The F-test was performed to examine whether there was a significant difference in respondents' work performance when they were grouped by demographic factors. With regards to age, the 41 – 50 years old age group has the highest level of work performance (Mean=4.4662, SD=0.2608) followed by the 51 – 60 years old age group (Mean=4.3243, SD=0.2387) and the 21 – 30 years old age group (Mean=4.2945, SD=0.2597).

Table 5
Work Performance of Teachers Based on Demographic Variables

	INDICATOR	MEAN	Standard Deviation	F-TEST RESULT
Age	21-30 years old	4.2945	0.2597	F-Stat Value = 2.2466 P-Value = 0.976083 Conclusion = P-Value < F-Stat Value Interpretation = Significant; Reject Ho
	31-40 years old	4.1290	0.3198	
	41-50 years old	4.4662	0.2608	
	51-60 years old	4.3243	0.2387	
	Overall	4.3035		
	INDICATOR	MEAN	Standard Deviation	F-TEST RESULT
Gender	Male	4.3213	0.2597	F-Stat Value = 0.17697 P-Value = 0.676083 Conclusion = P-Value > F-Stat Value Interpretation = Not Significant; Accept Ho
	Female	4.3593	0.3198	
	Overall	4.3403		
	INDICATOR	MEAN	Standard Deviation	F-TEST RESULT
Educational Qualifications	BS Graduate	4.1150	0.2501	F-Stat Value = 10.30527 P-Value = 0.00004 Conclusion = P-Value < F-Stat Value Interpretation = Significant; Reject Ho
	With MA units	4.4243	0.2073	
	MA degree holder	4.5760	0.1804	
	With PhD units	4.7050	0.1344	
	Overall	4.4551		
	INDICATOR	MEAN	Standard Deviation	F-TEST RESULT
Length of Service	1-4 years	4.3108	0.1828	F-Stat Value = 0.5293 P-Value = 0.7148 Conclusion = P-Value > F-Stat Value Interpretation = Not Significant; Accept Ho
	5-9 years	4.3105	0.2486	
	10-14 years	4.3960	0.5490	
	15-19 years	4.4000	0.5657	
	20 years above	4.5400	0.1510	
	Overall	4.3915		
	INDICATOR	MEAN	Standard Deviation	F-TEST RESULT
Teaching Position	Teacher I	4.2929	0.2677	F-Stat Value = 3.6758 P-Value = 0.06219 Conclusion = P-Value < F-Value Interpretation = Significant; Reject Ho
	Teacher III	4.4878	0.2851	
	Overall	4.3904		

Moreover, since the p-value of 0.976083 is less than the significance level of 0.05, the null hypothesis is rejected. Thus, there is a significant difference between the work performance of the respondents in terms of age by F-test, $F(3,40)=2.2466$, $p=0.0977$.

According to Hendrawijaya (2019), various people look at the concept of age from different perspectives. Some people consider old age to be an accumulation of experience and wisdom, and thus a role in their capacity to perform better. On the other hand, some people associate old age with exhaustion, fatigue, increasing family and other social responsibilities, and disease vulnerability, all of which are factors in low productivity.

Hertel et al., (2018) argue that age should not be used to predict performance. They argue that age is a poor predictor of performance, and that individuals who hire people based on their age are default decision-makers who don't believe in any logical kind of truth. However, employers on the other hand, can benefit from the aging workforce by attending to their needs and relying on their qualities, such as expertise and ingenuity.

The result of the Key Informant Interview (KII) demonstrated that teachers have opposing viewpoints on this issue. Some teachers argued that age is a factor that could affect the teachers' work performance. Some believe that teachers in the younger age groups will perform better than those in the older age groups. This is because, when compared to older teachers, younger teachers have more energy and enthusiasm. In addition, younger teachers show respect to higher authority, which makes them a good follower. Younger teachers are also seen to be idealistic, which means they strive for perfection in their work.

Others, on the other hand, believe that teachers' age has no bearing on their work performance. They contend that as long as teachers are not approaching retirement age, they can continue to teach effectively. Furthermore, while youthful teachers are noted for their energy, enthusiasm, and technological knowledge; senior teachers have more experience and maturity, which means that they have developed more teaching strategies and techniques. Moreover, they also argue that it all comes down to the person's attitude and work ethics. Regardless of age, a teacher can work efficiently when he or she has commitment, dedication, and passion for teaching.

In terms of gender, the female group has a higher level of work performance (Mean=4.3593, SD=0.3198) followed closely by the male group (Mean=4.4313, SD=0.2597). In addition, since the p-value of 0.676083 is greater than the significance level of 0.05, the null hypothesis is accepted. Hence, there is no significant difference between the work performance of the respondents in terms of gender by F-test, $F(1,43)=0.177$, $p=0.6761$. Gender, according to certain research, is a factor that can affect work performance. Hendrawijaya (2019) claimed, for example, that gender has a strong favourable effect on employees. Bibi et al. (2021) came to a same conclusion. Her research revealed that there is a link between gender and job performance. Furthermore, Sarabia and Collantes (2020) claimed that gender is a positive indicator of teaching performance, implying that females outperformed males. Furthermore, they discovered that many people believe teaching is largely or only a female-dominated profession. Women have a variety of employment options, including teaching, particularly in primary school. In addition, Bongco and Abenes (2019) argued that teaching is globally recognized as a feminized profession.

The Key Informant Interview (KII) revealed that teachers have differing perspectives on this topic. Some teachers believe that gender is a factor that influences the work performance of teachers. Some would argue that male and female teachers have significant distinctions. The former are more detail-oriented, therefore they spend more time acquiring artifacts to support their IPCRF, while the latter are more laid-back when it comes to gathering supporting evidences for their IPCRF.

Others, on the other hand, believe that the gender of a teacher has no influence on their ability to do their job. Some people consider teaching to be a calling. Regardless of gender, a person who is called to be a teacher can perform well. Both male and female teachers can be gifted, smart, and dedicated, and hence have the same level of productivity. Moreover, they also argue that what matters most is the teachers' attitude and work ethics. Teachers, regardless of gender, can operate efficiently if they are committed, dedicated, and passionate about teaching.

Concerning educational qualification, the group with PhD units has the highest level of work performance (Mean=4.7050, SD=0.1344) followed by the MA degree holder group (Mean=4.5760, SD=0.1804), the group with MA units (Mean=4.4243, SD=0.2073), and the BS graduate group (Mean=4.1150, SD=0.2501). Furthermore, since the p-value of 0.00004 is less than the significance level of 0.05, the null hypothesis is rejected. As a result, there is a significant difference between the work performance of the respondents in terms of educational qualification by F-test, $F(3,40)=10.3053$, $p=0.00004$.

According to Janardhanan and Raghavan (2018), educational qualification refers to the academic credentials or certificates that an individual has obtained. Education has taken center stage in the workplace in recent years. Before considering someone for a job, most businesses demand that they meet certain educational requirements (Mom et al., 2021). Several studies have found that education has a major impact on job performance. Abarro (2018), for example, concluded that teacher work performance is dependent on their highest educational level. Furthermore, Mom et al. (2021) found that teachers' educational qualifications had a significant impact on their work performance.

According to Janardhanan and Raghavan (2018), the positive relationship between educational qualification and work performance exists because educated employees are more worried about their performance and productivity than those who are less educated. According to Batuigas et al., (2022), instructors with higher educational attainment are likely to perform better in the classroom. It is believed that teachers who are well-versed and have in-depth knowledge of their profession will do well.

Teachers' opinion on this topic varied, according to the Key Informant Interview (KII). Educational qualification, according to some teachers, is a factor that determines teacher performance. They say that returning to school to pursue additional courses will extend a teacher's viewpoint on updated teaching methods, strategies, and advances, particularly in the field of technology. As a result,

they will have more teaching options to use in their daily classroom interactions. Furthermore, teachers with a higher degree will have a better opportunity of job advancement and a higher compensation.

Others, on the other hand, believe that a teacher's educational qualification has no bearing on their ability to do their duties. They contend that while pursuing further studies would lead to opportunities for promotion, it does not necessarily mean that teacher's attitude towards work would change. To put it another way, it does not make someone more committed or enthusiastic about teaching. They assume that others pursue higher education solely for the purpose of earning a greater wage, rather than to expand their knowledge and become more effective teachers. The attitude and work ethics of the teachers are the most important factors. Teachers, regardless of their educational background, can be effective if they are devoted, focused, and enthusiastic about their work.

With regards to length of service, the group with teaching experience of 20 years and above has the highest level of work performance (Mean=4.5400, SD=0.1510) followed by the 15 – 19 years of service group (Mean=4.4000, SD=0.5657), the 10 – 14 years of service group (Mean=4.3960, SD=0.5490), the 1 – 4 years of service group (Mean=4.3108, SD=0.1828), and the 5 – 9 years of service group (Mean=4.3105, SD=0.1828). Moreover, since the p-value of 0.7148 is greater than the significance level of 0.05, the null hypothesis is accepted. Therefore, there is no significant difference between the work performance of the respondents in terms of length of service by F-test, $F(4,40)=0.5293$, $p=0.7148$.

Employees with greater experience were more familiar with their job roles and may have advanced further in their careers than newer employees, allowing them to perform significantly better on the job (Kundu & Lata, 2017). Similarly, in a study done on teachers, it was observed that there was a significant positive relationship between experience and their work performance (Ruggai & Agih, 2008). This is because individuals with more work experience are also more likely to be paid better and given more opportunities for development, which is another reason for improved work performance. (Janardhanan & Raghavan, 2018). Furthermore, Mom et al., (2021) claims that employees who have been teaching for a longer period of time perform better since they have a higher level of experience.

The result of the Key Informant Interview revealed that teachers' perspectives on this topic differed (KII). Length of service, according to some teachers, is a factor that determines teacher performance. They argue that when teachers gain more experience, they gain more knowledge, which leads to improved performance. Their teaching experience would provide them with insight into which strategies perform best in certain contexts and which aspects of their teaching methods may be improved. In addition, experienced teachers have already accumulated teaching strategies that new teachers could imitate. On the other hand, a longer service period can be a drawback. This is because experienced teachers are already familiar with their responsibilities. As a result, they get bored easily, which leads to complacency.

Some teachers, on the other hand, believe that length of service has no influence on teachers' work performance. They believe that the number of years teachers have spent teaching does not increase or decrease their dedication or passion in teaching. Furthermore, they argue that the attitude and work ethics of the teachers are the most important factors. Teachers, regardless of their length of service can be effective if they are devoted, dedicated, and enthusiastic about their work.

Lastly, in terms of teaching position, the Teacher III group has a higher level of work performance (Mean=4.4878, SD=0.2851) followed by the Teacher I group (Mean=4.2929, SD=0.2677). In addition, since the p-value of 0.06219 is less than the significance level of 0.05, the null hypothesis is rejected. Hence there is a significant difference between the work performance of the respondents in terms of teaching position by F-test, $F(1,41)=3.6758$, $p=0.0622$.

Promotion occurs when an employee is transferred from one position to another with a higher reward, responsibility, and level in the organization (Haryono et al., 2020). In the Department of Education, the hierarchy of teaching position starts from Teacher I, followed by Teacher II, Teacher III, Master Teacher I, Master Teacher II, and so on (Department of Budget and Management, 2017). Previous research has found that teaching position has a major impact on job performance. Sarabia and Collantes (2020), for example, stated that teaching position is a favorable predictor of teaching performance, implying that teachers in higher positions performed better at work. Furthermore, Fabelico and Afalla (2020) argued that teachers' high teaching positions strongly predicted effective teacher performance. According to Haryono et al., (2020), promotion has a positive and considerable impact on job performance. The inference is that job advancement can help employees perform better. This is due to the fact that job advancement will provide opportunities for personal growth, increased responsibility, and increased social status (Haryono et al., 2020).

The Key Informant Interview revealed that teachers' viewpoints on this subject varied (KII). According to some teachers, teaching position is a factor that influences teacher performance. They believe that teachers in higher positions in the school are expected to have more responsibility. Some of these teachers will be promoted to positions of leadership, such as grade leader or subject area leader. As a result, they will have to work harder and perform better in order to set a good example to their subordinates. This is because if they appear to be complacent in their role, others will find it difficult to follow them. Teachers who remain as Teacher I, even after a long year of service, on the other hand, have a tendency to be lazy. They also have a proclivity to avoid responsibilities.

Some teachers, however, believe that a low teaching position does not always imply poor performance. They even claim that some higher-ranking teachers are prone to being lazy since they just delegate work to others and only issue directives. In addition, teachers in the lower position are also capable of getting an Outstanding IPCRF rating. What matters most in the end are the teachers' enthusiasm, passion, and dedication for their work.

Problem 4. Is there a significant relationship between the level of teachers' work performance and the demographic variables in terms of: Age; Gender; Educational qualifications; Length of service; and Academic rank?

In order to determine if there is a significant relationship between the level of teachers' work performance and their demographic profile, the Pearson-product Moment Correlation or Pearson-r was utilized. The sequence as to how the level of teachers' work performance will be compared to their demographic profile, in order to find any significant relationship, will be as follows: age, gender, educational qualifications, length of service, and academic rank. Discussions on the results will follow respectively.

Table 6
Test Correlation between the Respondents' Profile and Work Performance

Respondents' Profile	Teachers' Work Performance			
	(r)	Sig. (2 tailed)	Interpretation	Decision on Ho1
Age	.073	.636	Denotes Negligible Correlation	Accepted
Gender	.150	.325	Denotes Negligible Correlation	Accepted
Educational qualifications	.159	.297	Denotes Negligible Correlation	Accepted
Length of service	.166	.275	Denotes Negligible Correlation	Accepted
Teaching Position	.303	.043	Signifies low or Slight Relationship	Rejected

As shown in Table 6 on the succeeding page, we can see that the computed Pearson Correlation (r) for age is 0.073. Moreover, since it is less than the critical value (0.636) which denotes negligible correlation, the null hypothesis will be accepted, thus there is no significant relationship between the teachers' level of work performance to their demographic profile in terms of age. The result suggests that there is insufficient evidence to link or associate age with job performance. In other words, the work performance of teachers is not affected by their age.

The findings confirm the work of Abarro (2018), who stated in his study that age do not affect the performance of teachers. Similarly, Habibu (2016) concluded in his study that age does not affect teachers' professional effectiveness. He further stated that a teacher, regardless of age, can still be effective in teaching as long as he/she is not beyond the retirement age. However, other researchers argue that age does not have a significant influence on work performance. For instance, Mom et al. (2021) stated that work performance is highly influenced by age. A similar observation was made by Bibi et al. (2021), who concluded that there is a significant relationship between age and work performance. Moreover, Hendrawijaya (2019) reported that age have a significant positive effect on employee. In addition, Marcus and Gopinath (2017) argued in their study that age has an influence on employee engagement.

Moreover, the computed Pearson Correlation (r) for gender is 0.150. Since it is less than the critical value (0.325) which denotes negligible correlation, the null hypothesis will be accepted, hence there is no significant relationship between the teachers' level of work performance to their demographic profile in terms of gender. This indicates that there is not enough evidence to correlate or associate gender with work performance. In other words, the work performance of teachers is not affected by their gender.

The result of this study is similar to the findings of Abarro (2018), who stated in his study that gender does not affect the performance of teachers. This means that both male and female teachers are equally capable of doing specific tasks. Similarly, Marcus and Gopinath (2017) reported in their study that gender has no influence on employee performance. On the other hand, Hendrawijaya (2019) stated that gender have a significant positive effect on employee. A similar conclusion was made by Bibi et al. (2021). The result of her study showed that there is a significant relationship between gender and work performance. In addition, Sarabia and Collantes (2020) argued that gender is a positive predictor of teaching performance which implied that females tended to perform better than males.

In addition, the computed Pearson Correlation (r) for educational qualifications is 0.159. Since it is less than the critical value (0.297) which denotes negligible correlation, the null hypothesis will be accepted, therefore there is no significant relationship between the teachers' level of work performance to their demographic profile in terms of educational qualifications. This indicates that there is insufficient evidence to link educational qualifications to job performance. In other words, teachers' educational qualifications have no bearing on their work performance. It indicates that teachers may accomplish their tasks and responsibilities equally well regardless of their educational background.

The result is in contrast with previous studies which show that educational qualification has a significant influence on work performance. For instance, Abarro (2018) concluded that the performance of teachers is dependent on the highest educational attainment of teachers. Moreover, Mom et al. (2021) established in their work that educational qualification highly influences teachers' work performance. Hendrawijaya (2019), also argued that education have a significant positive effect on employee performance and on employee empowerment. Bibi et al. (2021) and Batuigas, et al. (2022) also established the same conclusion.

Furthermore, the computed Pearson Correlation (r) for length of service is 0.166. Since it is less than the critical value (0.275) interpreted as denoting negligible correlation, the null hypothesis is accepted, thus there is no significant relationship between the teachers' level of work performance to their demographic profile in terms of length of service. This indicates that there is not enough evidence to correlate or associate length of service with work performance. In other words, the work performance of teachers is not affected by their length of service.

Previous studies argue that length of service does not always improve performance. For instance, Abarro (2018) argued that length of service do not affect the performance of teachers. Furthermore, Albarracin et al., (2018) found that, while the relationship between tenure and job performance is generally positive, the strength of the association weakens as tenure grows. In another study, it was found that the impact of this tenure on core task performance is most significant in the early years with an organisation, and gradually diminishes until about 14 years of employment (Iqbal et al., 2021).

On the contrary, Janardhanan and Raghavan (2018) argued that longer tenured employees showed higher levels of commitment than shorter tenured employees resulting in better performance among them. Moreover, employers could expect better performance from employees who have worked for a long time with them as they are more dependable when compared to newer employees. This is because employees' performance improved as they gained experience.

Furthermore, employees with higher tenure were more familiar with their job roles and may have also reached a higher level of career attainment than newer employees and therefore, were able to perform much better on the job (Kundu & Lata, 2017). Similarly, in a study done on teachers, it was observed that there was a significant positive relationship between experience and their work performance (Ruggai & Agih, 2008). Individuals with greater work experience are also more likely to be paid better and given more opportunities to develop themselves which is another reason for better work performance (Janardhanan & Raghavan, 2018). In addition, Mom et al., (2021) stated that employees who have been teaching for greater years are performing the best due to the fact that they have gathered a productive level of experience. Similarly, Hendrawijaya (2019) concluded that years of service have a significant positive effect on employee performance.

Lastly, the computed Pearson Correlation (r) for teaching position is 0.303. Since it is greater than the critical value (0.043) interpreted as signifying low or light relationship, the null hypothesis is rejected, hence the conclusion is that there is a significant relationship between the teachers' level of work performance to their demographic profile in terms of teaching position. This indicates that there is sufficient evidence to link teaching position to job performance. In other words, teachers' work performance is influenced by their teaching position. It is also worth noting that these two variables are positively correlated. This implies that when a teacher's teaching position is high, so is his or her work performance. On the other hand, when the teacher's teaching position is low, his/her level of work performance is also low.

Previous studies suggest that teaching position has a significant relationship with work performance. For instance, Sarabia and Collantes (2020) underscored that teaching position is a positive predictor of teaching performance which implied that teachers with higher position had a higher work performance. In addition, Fabelico and Afalla (2020) argued that effective teacher performance was strongly predicted by teachers' high teaching position. Similarly, Haryono, et al., (2020) stated that promotion has a positive and significant effect on job performance. The implication is that job advancement can improve employee performance.

Teaching Position refers to a position that is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on a full-time or part-time basis, in schools and learning centers (TEACHERPH, 2021). Additionally, the hierarchy of teaching position in the Philippines starts from Teacher I, followed by Teacher II, Teacher III, Master Teacher I, Master Teacher II, and so on (Department of Budget and Management, 2017).

According to Haryono, et.al (2020), promotion occurs when an employee is transferred from one position to another in a higher reward, responsibility and level in the organization. Furthermore, career advancement will provide prospects for personal development, increased responsibility, and social standing. As discussed earlier, having a Complete Academic Requirements (CAR) for Master's Degree or being Master's degree holder is a necessary requirement for promotion in the Department of Education (DO No. 66, s. 2007, 2007). Because of this, teachers seek out for opportunities to enroll in graduate school so that they can advance in their careers. Thus, they become more expert in their field as a result of their increased learning, resulting in improved work performance. According to Batuigas et al., (2022), great performance is anticipated of teachers who are well-versed and have an in-depth understanding of their field. This implication is supported by the work of Janardhanan & Raghavan (2018), who stated that educated employees were more concerned about their performance and productivity than lower educated ones.

In addition, seniority is still actively practiced in DepEd, so each individual teacher should wait at least three years before applying for a rank (Helpline PH, 2021). Other teachers would still have to wait for longer years. According to Batuigas et al., (2022), there is fierce competition for teacher promotions in public schools. Validation of documents for teachers aspiring to higher positions is really critical and takes time. It implies that teachers in high positions have already been teaching for a long time. As a result of their extensive teaching experience, they will be more knowledgeable in their field, resulting in improved work performance. This implication is supported by the work of Mom et al., (2021), who stated that employees who have been teaching for greater years are performing the best due to the fact that they have gathered a productive level of experience.

Conclusions

There is no significant difference between the level of teachers' work performance in terms of gender and length of service. However, there is a significant difference between the level of teachers' work performance in terms of age, educational qualification, and teaching position.

Furthermore, there is no significant relationship between the level of teachers' work performance and their demographic profile in terms of age, gender, academic qualification, and length of service. In other words, these variables do not affect how well they carry out their tasks which are stipulated in the IPCRF.

On the contrary, there is a significant relationship between teachers' work performance and their demographic profile in terms of teaching position. It means that there is a correlation or association between the teachers' work performance and their teaching position. Moreover, it should be noted that these two variables have a positive correlation. This means that when the teacher's teaching position is high, his or her level of work performance is also high. On the other hand, when the teacher's teaching position is low, his or her level of work performance is also low.

This is something that teachers are quite concerned about. Teachers, as previously said in this study, confront numerous challenges in order to advance in their professional careers. For instance, the lack of trainings, seminars, workshops, and opportunities for teachers to seek higher education may be contributing to their challenges in advancing their careers. In addition, there is a stiff competition when it comes to promotion of teachers in public schools. Furthermore, validation of documentation for teachers aspiring to higher positions is extremely important and time-consuming. This is also one of the reasons why public school teachers would prefer to stay in their position.

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