Demographic Characteristics and Professional Development as Predictors of Work Performance of English Teachers in Public School

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ABSTRACT

Low performing teachers tend to produce low-achieving learners and since it is critical to maintain high quality teachers to provide quality education, it is vital to consider all possible factors that impact the teacher's work performance. To validate this contention, this study aimed to determine the influence of demographic profile and professional development to the work performance of English teachers in the public school. The researcher employed descriptive correlational design and covered 222 public elementary school English teachers from the Division of Davao City who were selected through purposive sampling. The statistical tools used were the mean, standard deviation, Pearson-r Moment Correlation and Multiple Regression Analysis. An adapted and validated questionnaire determined the professional level of teachers while the Results based Performance Management System-Individual Performance Commitment and Review Form was utilized to determine the work performance of teachers. Findings revealed that the level of teachers' professional development and work performance both yielded a very high rating. Moreover, there is a significant relationship between demographic profile and professional development and work performance of teachers. However, demographic profile and professional development do not significantly predict the work performance of teachers.

INTRODUCTION

Teachers are the most essential in the education system. If they are ineffective, there is no way to expect a stable generation in the future. With this, the magnanimity of the teachers' role should definitely not leave anything to chance. The work performance of teachers as defined by Hwang et al. (2017) as the actions teachers perform in school in order to achieve educational goals. Since it is one of the factors in finding out school effectiveness and learning outcomes, teachers are expected to be skillful in orchestrating and managing learning in the classroom. However, according to Darling-Hammond et al., (2017), educators are faced with several challenges which affect a negative impact on their work performance. The unsatisfactory work performance of teachers is a worldwide phenomenon that cannot be disregarded.

A study that determined the work performance of English teachers was conducted by the Ghanaian which revealed the poor work performance of teachers. The unsatisfactory performance led to an in-depth needs' analysis pinpointing to the lack of regular in-service training, lack of teaching and learning instructional tools, lack of motivation, and inadequate supervision (Hervie & Winful, 2018). A study on teacher performance ratings revealed that the percentage of teachers rated unsatisfactory reached up to 28.7% (Kraft et al., 2017). In addition, Copland et al. (2014) mentioned that most English teachers fell below the required work performance standard because of the lack of appropriate trainings. Moreover, the poor work performance of Iranian English teachers was caused by insufficient subject and pedagogic knowledge, unequal attention to individual students, lack of professional commitment, interpersonal relationship problems, and demotivation (Doosti & Afshar, 2016).

In the Philippines, the teachers of Abra province obtained low scores when assessed on their work performance. Results of the study suggested that teachers take a number of enrichment trainings that may help them (Meniado, 2019). Instead of achieving at least a very satisfactory performance rating, the teachers did not meet the exceeded expectation (Pilarta, 2015). In a similar manner, another group of teachers barely achieved a satisfactory performance rating when evaluated using the Competency Based Performance Appraisal System of Teachers (Jimenez, 2020).

The same scenario happened in Davao where teachers were confronted with unsatisfactory performance. The study of Bonghanoy (2019) on teachers' work performance revealed that the unsatisfactory performance was caused by the lack of self and environmental knowledge. The educators identified the classroom difficulties that had confronted them and revised their pedagogical concepts and teaching plans and tools to better improve their work performance.

On the other hand, a study that aimed to examine the demographic factors affecting work performance of teachers identified gender, age bracket, educational level, pay and length of service of teachers as apparent factors that have a significant influence on the level of work performance of teachers (Alyaha, 2017). However, according to Morayo (2015), none of the demographic variables of gender, qualification and years of experience had any significant relationship with the teachers' work performance. On the contrary, Roustaee (2015) discovered an increase in work performance based on age group. Also, Saadatu (2014) found significant differences in performance on the basis of age group, working experience and educational qualification.

The above literatures clearly showed the conflicting views on the influence of age, years in teaching, and professional development on teacher work performance. Most of the above-mentioned studies conducted were bivariate association. Some research were more on the association between demographic profile and work performance. Others related professional development to work performance. However, the researcher has not come across a study that determines the combined influence of age, years in teaching, and professional development as predictors of work performance. With this reason, it gave motivation to the researcher to carry out this study. Hence, there is a need to examine the influence of age, years in teaching, and professional development to the work performance of English teachers in the public school.

Theoretical Framework

This study was anchored on the Human Capital Theory proposed by Schultz (1961). Schultz's Theory postulates that the knowledge or characteristics a worker has, contributes to his or her "productivity". The characteristics and knowledge components may

be aligned to the two independent variables in this study which are demographic characteristics and professional development. This framework also covers some propositions that there are positive links between demographic characteristics and work performance and professional development and work performance. In the study of Abarro. (2018), it was confirmed that there was a relationship between demographic characteristics and work performance. It was discovered that demographic factors affect the performance of teachers. As to the link between professional development and work performance, Putri et al. (2019) pointed out a robust connection between professional development training and English teachers' work performance.

METHODOLOGY

Research Design

The study utilized the quantitative research method. Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables can be measured, normally on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2012). Quantitative research methods are used in dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. They are utilized to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon (Leedy, 1993). Specifically, the research design that was employed in this study was the descriptive correlation method. Creswell (2012) described correlation as a statistical test to establish patterns for two variables. Moreover, Aggarwal (2019) labeled descriptive research as devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research involves proper analyses, interpretation, comparisons, identification of trends and relationships. In this study, the demographic characteristics, the levels of professional development and work performance of English teachers were investigated. On the other hand, the relationship between demographic characteristics and professional development with the work performance of English teachers was explored

Place of the Study

The study was conducted at one of the districts of the Division of Davao City, Region XI. The district is situated at the heart of the city with a total population of 522 teachers. Specifically, the study was administered at the selected monograde public elementary schools in Davao City. These educational institutions are located at the Poblacion District which belongs to the most highly urbanized district in Davao City. Further, the schools which were included in the study were comprised of the following number of English teachers: School A (84); School B (54); School C (44); School D (35); School E (23); School F (22) and School G (16). Apparently, these seven schools are classified as big schools and small schools based on the learners' population. Schools A, B, and C belong to the big school category while schools D, E, F, and G are considered as small schools.

Respondents

The respondents of the study were the elementary English teachers who handle language and reading subjects at the Department of Education, Division of Davao City. There were 222 teachers who were selected through a purposive sampling procedure. Purposive sampling is the process of selecting a sample by taking a subject that is not based on the level of area but is taken based on the specific purpose (Sunders et al, 2012). In selecting the respondents, the following inclusion criteria were taken into consideration: First, the teacher respondents currently handle language and reading subjects at the elementary level. Second, the teacher-respondents have served the department for at least five years. Third, the teacher-respondents are 21 years old and above. Lastly, the teacher-respondents are willing to take part in the study.

Statistical tools

The data were analyzed using the mean and standard deviation, Pearson r Moment Correlation, and multiple regression analysis. **Mean and Standard Deviation,** the mean was used in giving concise descriptions of the English teachers' demographic profile, professional development, and work performance. On the other hand, the standard deviation determined how spread out, how far or how close the teachers' responses is in relation to the mean. **Pearson-r Moment Correlation**, this was used in testing the

relationships of English teachers' demographic profile and professional development to the work performance. **Multiple Regression Analysis,** this was used to determine the influence of the respondent's demographic profile and professional development on the work performance of teachers.

RESULTS AND DISCUSSION

Demographic Profile of English Teachers

Table 1 reveals the demographic profile of the participating elementary English teachers in the public school. The age and number of years in service are presented in the table with corresponding frequency and percentage. Results show that the highest number of respondents fall within the range of 40 years old, and above which has 61.3%. This indicates that most of the respondents are middle-aged adults.

Table 1
Demographic Profile of English Teachers in
Terms of Age and Years of Experience

	Profile	Frequency	Percent
Age	21-30 years old	21	9.5
	31-39 years	65	29.3
	old 40 years old and above	136	61.3
	Total	222	100.0
Years of Experience	5-10 years	86	38.7
	11-15 years	46	20.7
	16-20 years	33	14.9
	21 years and above	57	25.7
	Total	222	100.0

However, it is noticed that the lowest number of respondents lies between the range from 21-30 years old described as the young adult which has 9.5%. On the other hand, those adult respondents who belong to 31-39 years old got a total percentage of 29.3%. Further, the result implies that a greater bulk of English teacher-participants come from those who are classified as middle-aged or veteran faculty members.

The same table shows the number of respondents and the corresponding percentage according to their years of teaching experience in the public school. As shown, the highest number of teacher-respondents comes from those who have been teaching for 5-10 years, labeled as beginning teachers with 38.7%. The data show that out of 222 respondents, 86 English teachers come from this group of educators. However, only 25.7% of them have been teaching for 16-20 years consisting of 57 respondents who are also called experienced teachers. The data suggest that majority of the elementary English teachers who have worked at the public school are novice teachers. The result implies that the number of English teachers in elementary public schools is dominated by middle-aged or seasoned teachers. However, when it comes to the length of service, the majority of the respondents are those who belong to the newbie educators.

Level of the Professional Development of Teachers

The data in Table 2 highlights the level of the teachers' professional development in terms of context, process, and content. The overall result garnered a standard deviation of .471. The range of the standard deviation is from .465 to .521 which is less than 1 indicating that the data is very closely related to the average.

Table 2
Level of the Professional Development of Teachers

Domain	Mean	Std. Deviation	Description
Context	4.29	.518	**Very High**
Process	4.35	.521	**Very High**
Content	4.47	.456	**Very High**
Overall Mean	4.37	.471	**Very High**

The highest mean among indicators is content with a mean of 4.47, described as very high which indicates that in this domain, teachers exhibit a high manifestation of understanding and appreciation for content of his or her classes. The finding conforms to the statement of Johnson (2011) that efficient teachers understand and display appreciation for content tackled in the class. Moreover, the present finding proves the study of Wei et al (2009) that teachers need to provide research-based instructional approaches that support learners in meeting academic standards. The lowest mean among indicators is process with a mean of 4.29, described as very high. The same result is seen in Powers et al (2016) which states that when school leaders listen to the teachers' feedback and take it into consideration, this becomes essential in achieving school goals.

Level of the Work Performance of Teachers

Table 3 reveals the level of work performance of English teachers in public school. Five indicators are shown on the table with corresponding mean and standard deviation; these indicators include Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning and Assessment and Reporting and Plus Factor.

Table 3
Level of the Work Performance of English Teachers According to Key Result Area

No. Key Results Area	Mean	Std. Deviation	Interpretation
1. KRA 1-Content Knowledge and Pedagogy	4.33	.309	Very High
2 . KRA 2-Learning Environment and Diversity of Learners	4.25	.265	Very High
3. KRA 3- Curriculum and Planning	4.26	.262	Very High
4. KRA 4-Assessment and Reporting	4.31	.299	Very High

5. KRA 5-Plus Factor	4.33	.309	Very High
OVERALL	**4.30**	**.224**	**Very High**

The overall result indicates a mean rating of 4.30 described as very high with a standard deviation of .224. The standard deviation is within the range from .262 to .309 which is less than 1. This means that the data is very closely related to the average, hence very reliable. The very high descriptive rating means that teachers' work performance in the five key result areas are at a high level. This implies that teachers applied knowledge of content, managed classroom structure to engage learners, planned teaching and learning processes, designed, assessed, and performed various related works that contribute to the teaching-learning process. The result of this study ties well with the finding of Miao et al., (2015) who found out that teachers' work performance highlights the manifestations of great knowledge on content, understanding diversity of learners, development of ideas, and possessing skills that can be observed through instructional behaviors in the classroom.

Among the five key result areas, content knowledge and pedagogy and plus factor both obtain the highest mean of 4.33 described as very high. This implies that teachers exemplary performed in applying knowledge of the content and performing numerous work that are related to the teaching and learning process. Filgona et al. (2020) emphasized that teachers demonstrated a mastery of content knowledge and are equipped with strategies on the interconnection within and across curriculum areas. The finding likewise shows that teachers' very high-level performance in the plus factor only demonstrates that they exceptionally accomplished the tasks stipulated in DepEd order no.2, s.2015.

Meanwhile, the teachers earn the lowest mean in the *learning environment and diversity of learners* with a mean of 4. 25 described as very high. Though the descriptive rating is very high, this area still needs to be improved. Lian et al, (2018) emphasized that the learning environment and diversity of learners have to be given top consideration and teachers have to secure learning environments that are safe, secure, fair, and supportive to encourage learner responsibility and achievement. The result implies that teachers need

to improve more on the area of managing classroom structure to engage learners.

Relationship between English Teachers' Demographic Profile and Work Performance and Professional Development and Work Performance

Table 4 shows the relationship between demographic profile and professional development and work performance of English teachers in public school. The p-values of demographic profile and professional development are.099 and 182, respectively. Since they are greater compared to the level of significance at 0.05, this means that there is no significant relationship between demographic profile and professional development and work performance of teachers. The above findings conform to the statement of Abaro (2018) that factors like age and length of service do not affect the work performance of teachers. Further, this finding is also consistent with Bailey et al. (2017) which stated that teachers' performance ratings did not vary by educators' characteristics. However, the result on professional development negates the findings of Putri et al. (2019), Bicaj (2014), and Giraldo (2014) that revealed a strong correlation between professional development training and English teachers' work performance.

Table 4

Test of Relationship Between English Teachers' Demographic Profile and Work Performance and Professional Development and Work Performance

INDEPENDENT VARIABLES	WORK PERFORMANCE		
	R	p-value	Remarks
Demographic Profile			
Age	.123	.066	Not Significant
Years of experience	.143	.033	Significant
Professional Development	-.090	.182	Not Significant

In particular, the result shows that there is no significant relationship between the age and work performance of English teachers with a p-value of .066. and R value of .123. This implies that teachers' work performance is not affected by their age. This finding is in accordance to the result reported by Alufohai and Ibhafidon (2015), that young teachers, mature or middle age educators do not differ significantly in their work performance level. The result leads to similar findings of Sivasakthi and Muthumanickam (2012) and Mahdi and Al-Dera (2013) that young educators, mature or middle-aged educators do not differ significantly in their work performance level. On the contrary, the finding invalidated the statements of Ismail et al., (2018), Nyagah and Gathumbi (2017), and Aloka and Bojuwoye (2013) that teachers' age affects their work performance. The result also negates the statement of Hapompwe (2020) that age is significant on the teaching performance of educators.

To discuss further, the same table shows that there is a significant relationship between years of experience and work performance of teachers with a computed p-value of .033 and R value of .143. It indicates that the work performance of English teachers in public school is affected by their number of years spent in the service. The result coincides with the study of Catolos (2017) that length of service is significant on the teaching performance of teachers.

Likewise, the result is in consonance to the study of Nurnaningsih (2017) and Fatma and Tugay (2015) that revealed that teaching experience has significantly influenced the work performance of teachers.

Similarlry, Cocca et al., (2019) and Podolsky et al. (2019) assert that experienced teachers show a higher level of work performance than neophyte teachers in numerous aspects. However, Gates (2019) and Appleton (2005) argue that teachers' experience has little bearing on a teacher's efficacy. On the other hand, professional development has a low p-value of .182 and R value of -.090 and found out to be insignificant with the teachers' work performance. This implies that professional development training has no significant relationship to the work performance of English teachers. The finding is inconsistent with the claims of Putri et al (2019), Carlisle and Berbeitsky (2011), and Darling-Hammond (2010) that declared

that professional development training and English teachers' work performance found to be strongly correlated.

Significance on the Influence of Demographic Profile and Professional Development to the Work Performance of English Teachers

Table 5 presents the result of the multiple regression analysis performed in this study. It shows the standardized beta coefficient of the variables and the t-value including its significance value. The result of the overall correlation is based on the computed p-value of the demographic profile and professional development. The computed overall p-value is .114. The probability value showed that the set of variables in the study did not significantly predict the work performance of elementary teachers in the public school (p>.05). In particular, the age and years in service are not statistically significant to the work performance of English teachers (β= -.023, .158 and p>.05). In other words, demographic profile is not a positive contributor to the work performance of teachers. In the same way, professional development does not predict work performance (β=-.079, p>.05). Moreover, the computed R square .027 signifies that only 2.7 percent of the variations in work performance can be accounted to the set of predictor variables, the rest 97.3 percent were due to other factors not included in the study.

The result provides a picture of how well demographic profile and professional development predict the work performance of teachers. The demographic profile and professional development have a significant impact on the work performance of teachers.

The finding is akin to a study cited by Abarro (2018) which stated that age was not an indicator of the work performance of teachers. The result of this study also conforms to the findings of Abiola et al. (2016) when they uncovered in their study that teaching experience had no significant influence on the performance of English Language teachers.

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Table 5
Significance on the Influence of Demographic Profile and Professional Development to the Work Performance of English Teachers

	Beta	t	Sig.	Interpretation
Demographic profile				
Age	-.023	3.902	.881	Not Significant
Years of Service	.158	3.902	.311	Not Significant
Professional development	-.079	3.902	.242	Not Significant
R=.164				
R Square= .027 F=2.009				
p value=.114				

Meanwhile, Lu et al. (2017) noted that teacher professional development programs had no significant effect on teaching performance. Additionally, the result of this study has a reverse finding compared to the study of Garret (2017) that revealed that giving professional development to improve the teachers' work performance guarantees significant and applicable results. It could be surmised therefore that, although the variables are correlated, it does not state that it has an effect. With that, it contradicts the Human Capital Theory proposed by Schutz (1961). Schutz's theory claims that the training or characteristics of the employee, predicts his or her "productivity" or performance. Based on the result, the context standard turns out to be the weakest among the aspects of professional development. Professional development cannot be successful without a strong context or foundation on curricular and instructional approaches that have a high probability of influencing teachers' work performance. One of the main limitations of the Human Capital Theory is that it assumes greater training or professional development will always bring about higher performance. However, the theory is not comprehensive. Indeed, higher training can lead to higher levels of performance but has not considered other variables in the equation.

CONCLUSIONS

In light of the findings of the study, the following conclusions were drawn. Most of the English teachers belong to middle adulthood. These are the teachers whose age ranges from 40 years old and above. When it comes to years in service, most of them are newbies and have served for 5-10 years only. The level of the teachers' professional development is very high. The professional development of teachers is structured into context, process, and content. The area of content has the highest mean which indicates that teachers' training is focused on equity, quality teaching, and family involvement. Next in rank is the process which highlights more on data-driven practices, design of professional development practices, evaluation of learners, adult learning, research-based practices, and collaboration of educators. Last in rank is the frame of context which highlights the learning communities, leadership, and resources. The level of the English teachers' work performance is very high. This very satisfactory performance of teachers in the five key result areas namely: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment, and reporting, and plus factor only implies that teachers are effective and competent to provide quality education to learners. The age of English teachers has no relationship in terms of their work performance. However, the study shows that there is a relationship between years of experience and work performance of teachers. It is also suggested that none of the three aspects of professional development has relationship on the work performance of teachers. The age, years of service and professional development do not predict the work performance of teachers. Although there is a relationship between the variables, but it does not show a causal relationship.

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