

BIBLIOGRAPHY

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ABSTRACT

This study was conducted to determine the levels of teachers' morale on their job performance in Valenzuela City. Specifically, it determined the demographic profile of the respondents, levels of teachers' morale as to administration and supervision, levels of teachers' morale as to work status, levels of teachers' morale as to working conditions, levels of teachers' morale as to benefits and salary, levels of teachers' morale as to personal aspects, and correlation between levels of teachers' morale and their job performance.

Two hundred ninety (290) teachers from eight (8) schools were respondents from East District of Valenzuela City. Data were organized and subjected to statistical computations using frequency count, percentage, computation of mean scores, ranking, Friedman's two-way analysis of variance by ranks and Spearman rank correlation coefficient.

The findings showed that all the teachers in East District of Valenzuela City had a high level of morale in terms of administration and supervision, work status, working conditions, benefits and salary, and personal aspects. No significant differences were exhibited by the respondents' level of morale along gender, in terms of working

conditions, civil status, in terms of administration and supervision and work status. There were significant differences in age, position, educational attainment, length of service, and performance rating when grouped according to variables. There was a high relationship between job performance and levels of teachers' morale on benefits and salary. A moderate relationship was observed between job performance and levels of teachers' morale on administration and supervision.



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INTRODUCTION

Background of the Study

The 1991 EDCOM Report underscored the important role teachers play in effecting improved and better quality education for the nation.

The prevailing sentiment among public school teachers is that they are over worked and underpaid. They perceive that they are convenient menials for numerous non-teaching activities which detract them from their primary responsibility of teaching.

Moreover, teachers are not adequately provided with the required instructional facilities that would enable them to perform effectively. Consequently, most of them have to use their money to obtain administrative supervision which results in the deterioration of the quality of teaching and the lowering morale of teachers. (EDCOM Report, 1991)

According to the report, the compensation package for teachers both in the public and private schools, and particularly for the first and second levels of education was relative low to the required income that would adequately provide the basic needs of a family. With this salary, graduates usually shy away from taking teaching as a profession.

To improve the level of compensation of teachers, EDCOM recommended the increase of the minimum basic salary of public elementary teachers.



In response to the recommendation, former education secretary Ricardo T. Gloria in his speech at the First National Forum of parents, children, and educators on December 4, 1997, he assured that public school teachers would be fairly paid and get job satisfaction through the release of a monthly salary of about P10,000.00. A good compensation, he stressed, makes teaching an attractive profession.

Work satisfaction as Orlich (1989) pointed out can be found in rewards that flow directly from the performance of one's tasks. This includes recognition associated with the successful completion of an assigned task and adequate opportunities for professional advancement and growth.

When an employee performs his job willingly and enthusiastically, he is said to be satisfied with his work and his morale is high. Sison (1991) postulates that morale is the mental attitude which makes an individual perform his job with satisfaction or dissatisfaction. It is a state of mind which, though intangible, can be manifested by the worker's manner and reaction to his job, his working conditions, the group's policies and programs, his fellow workers, his supervisors, his compensation, his opportunities for advancement, and his general working environment.

Others define morale as the absence of conflict, a feeling of happiness, good personal adjustments, and the extent of cohesiveness of "we" feeling of a group to the extent to which there is personal acceptance of the goals of the group.



To have globally competitive citizens, there is a need to upgrade the educational system. More than schools and other physical facilities, the teachers are the most important factors. They are central in all teaching activities. They can hold classes under the trees but they cannot have effective instruction unless they are well-trained and competent.

Teachers are also among the country's most important human resources because they take the role of leading the young to become useful, upright and law abiding members of the society. Their role is to serve as value developer, model and advocate. They act as adviser, facilitator, friend, and parent to the youth. In other words, they are change agents. Their objective is to train the young minds not only on the three (3) R's but also to develop worthwhile values.

Throughout history, schools have been expected to transmit values. Thus, teachers who spend most of their time with their students among all educational staff are expected to portray desirable values worth emulating. It has been said that the work values of teachers affect the quality of learning of their students.

At present, the country is threatened by the gradual exodus of teachers to other countries because of more attractive offers. If this continues, who will be left to educate the Filipino youth? How can the government convince teachers to stay? In the past years, the country has given away competent nurses, doctors, engineers and other skilled workers. Will it also give away the teachers who perform one of the most critical tasks in society – that of teaching the youth?



It is then the aim of the researcher to study the effects of levels of teachers morale and their job performance that would help in the attainment of quality education in the Philippines.

Statement of the Problem

This study is intended to analyze and evaluate the effects of levels of teachers' morale and their job performance in East District, Valenzuela City. Specifically, it attempted to answer the following questions.

1. What is the demographic profile of teachers in East District of Valenzuela City as to:
 - a. Age
 - b. Gender
 - c. Civil Status
 - d. Position
 - e. Educational Attainment/Background
 - f. Number of years in the service (Teaching)
 - g. Latest Performance Rating
2. What are the levels of teachers' morale in terms of:
 - a. Administration and Supervision
 - b. Work Status
 - c. Working Conditions



- d. Benefits / Salary
 - e. Personal Aspects
3. What is the correlation between levels of teachers' morale and job performance?

Objectives of the Study

The general objective of this study is to assess the effects of levels of teachers' morale on job performance of teachers in the public elementary schools in East District, Valenzuela City. More specifically, the study aimed to determine the:

1. Demographic profile of public elementary teachers in East District, Valenzuela City in terms of:
 - a. Age
 - b. Gender
 - c. Civil Status
 - d. Position
 - e. Educational Attainment/Background
 - f. Number of years in the service (Teaching)
 - g. Latest Performance Rating
2. Levels of teachers' morale in terms of:
 - a. Administration and Supervision
 - b. Work Status



- c. Working Conditions
 - d. Benefits/Salary
 - e. Personal
3. Correlation between levels of teachers' morale and their job performance.

Importance of the Study

The study hopes to report the present morale status of elementary grade teachers and relate it to their over-all job performance. In doing so, intervention measures maybe proposed to raise the levels of teachers' morale from its present status in order to improve instruction which in the long run will redound to the benefits of the pupils and the system as a whole.

The findings of the study may serve as an eye-opener for school administrators to improve personnel management for quality instruction and better output.

Identifying the indicators of morale may guide school administrators in planning and implementing programs for teachers. It is hoped that administrators create an environment in the organization that is stimulating and encouraging and set the stage for the development of morale among their teachers.

The teachers, who are beneficiaries of the findings of this study, may gain a deeper perspective of what and how they are doing as professionals. That is, they may stay in the profession because they consider it as a vocation and not as a job;



that they continue to find fulfillment and personal growth from the challenges that the teaching profession offers.

The researcher may gain invaluable experiences and insights from this study. He hopes to acquire a better perspective of the teaching profession and gain a more meaningful outlook about his profession.

Researchers may use the findings of this study for further investigation along relevance and significance in education and educational management.

Scope and Delimitation of the Study

This study determined the effects of levels of teachers' morale on their job performance in East District of Valenzuela City during the first semester of school year 2006-2007. The respondents were 290 elementary teachers in the public schools.

The study focused mainly on the following: demographic profile of public elementary teachers in terms of age, gender, civil status, position, educational attainment/background, number of years in the service (teaching), and latest performance rating; and levels of teachers' morale in terms of, administration and supervision, work status, working conditions, benefits/salary, and personal aspects. It also included the correlation between levels of teachers' morale and their job performance.



REVIEW OF LITERATURE

This chapter presents the literature and studies pertaining to the levels of teachers' morale in different aspects.

Administration and Supervision

Lumsden (1998) stated that an important part of any individual's job is a feeling of self-worth. Employees experience higher levels of morale when they perceive that their contributions are valued and appreciated. A higher level of dedication results when employees feel that they have an active voice in issues that directly affect them.

Blasé and Kirby (1992) wrote that by treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain teachers' morale. Principals can also strengthen teacher morale by actively standing behind teachers. Effective Principals serve as guardians of teacher's instructional time, assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers' authority in enforcing policy.

Acknowledging and supporting teachers begins at the campus level. Principals have the ability to improve morale by listening to them and supporting them. Involving teachers in decision making processes validates the teachers and as a result has a positive effect on morale levels with the teachers and among the staff.



Hunter-Boykin and Evans (1995) stated that high morale doesn't always contribute to high productivity. It doesn't always follow that happy teachers are necessarily the most productive. They say that high morale includes low turn over, absenteeism, and a better academic environment of instruction. According to them, principals are the ones who are primarily responsible for motivating teachers in achieving their organizational goals.

Maehr, Midgley and Undan (1993) presented that people who feel empowered tend to have a higher morale. People personally invested in their work with an organization when (1) they have a voice in what happens to them; and (2) their work has meaning and significance in contributing to a high purpose or goal. By treating teachers in a way that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain teacher morale.

Bentley and Rempel (1980) wrote that the principal has a key role to play in developing and enhancing morale. Management associated with high morale is likely to be participative and supportive, and to occur when motivational and communication forces are strong, interaction is warm and close, decision making and goal setting are shared, control processes are collegial and achievement is emphasized and recognized.

Principals' administrative practices have also been found to be related to teachers' morale. Creed and Erns (1979) categorized leadership style as either



directive (leader decides what is to be done and how it is to be done), achievement-oriented (leader expresses clearly before taking actions or treats subordinates as equals in making decisions) autonomous environments. They were also more likely to feel that the staff members were recognized for a job well done, that their administration was supportive and caring, that teachers in their school participate in making important instructional practices with teachers, and that there is a great deal of cooperative effort among the staff.

Black (2001) emphasized clearly, that building teacher morale requires more than compliments, plaques, and one-time events. In addition to token rewards, researchers say, school leaders, especially principals need to give teachers a voice, encourage them in their day-to-day responsibilities, strong support systems, and a sense that work is significant. According to a 1998 report published by the ERIC Clearing House on Educational Management, teacher morale is higher in schools where principals create a positive school culture and climate. Principals, the report says, are the key to improving teachers' morale because they "control many of the contingencies in the work environment and are the source of much reinforcement for teachers".

Work Status

Gilbert & Tang (1998) suggested that a lack of predictability and safety in organizational relationship results to low organizational commitment, decreased



human relations and organizational performance, low employee morale and product quality and increased absenteeism and turn-over.

In terms of organizational factors, teachers and others worldwide feel especially burdened by time constraints, which translates into emotional exhaustion, low morale and job satisfaction (Black, 2001). Other pressures, teachers report include excessive workloads and low salaries. Insufficient classroom resources can also lead to stress, as can large classes, administrative bureaucracy, lack of involvement in decision making and few opportunities for promotion or advancement.

Dakar (2000) on the status of teachers reports that teacher organizations are unanimous in stating that the status of teachers has declined, often drastically, in recent years. This decline is due both to material and non-material factors. It is clear that the vast majority of teachers believe that they do not receive the moral support and material recognition appropriate to their level of qualifications and responsibilities to learning conditions for the students. A school environment that allows teachers to do a good job will automatically improve the learning conditions of the students.

It is essential to provide at least the basic teaching equipments and materials in each school. Studies have reported a consistent relationship between pupil achievement and the availability of books.



As cited in an article in the internet, the society depends upon teachers to mould responsibilities of children and youth so that they can contribute to the spiritual, moral, social, cultural and economic progress of the community. At present, morale in the teaching profession is relatively low. The public perception is that the teaching profession is not lucrative. Low salaries and poor working conditions in many schools contribute to this perception.

Working Conditions

According to Lumsden (1998), teachers are being stretched to the limits. Expectations placed on them, seem to be expanding exponentially. Increasingly, their morale encompasses not only teaching specific content and mentoring students in the love of learning, but functioning as frontline social workers.

Parks (1983) emphasized that teachers are expected to deal with a smorgasbord of broader social problems that find their way into the classroom. Many other pressures plague teachers, prompting Parks to ask, “How does one compensate professionals for inadequate books and supplies, large classes, disruptive students, public criticisms, limited assistance, increased duties, and the lowest salaries paid to highly educated personnel in the nation?”

There are both internal and external reactions to low morale as Briggs and Richardson (1992) stated in the study they have done. The internal characteristics were confusion, insecurity, frustration, lack of confidence, fear of supervision and an attitude of futility. As a result of low morale, the educators would resist change, and



the school would have a high rate of teacher absenteeism. Low morale is associated with an individual's attitude, self-esteem, and self-concept. They also state that these internal feelings may result to external reactions. They also address the possible external reactions to or effects of low morale. These reactions refer to relationships with other teachers and administrators. These external reactions could result from some internal feelings of educators, such as insecurity, frustrations, and lack of confidence. Educators with low morale would be engaged in backbiting, open hostility, bickering, communicating resentments, forming cliques, and generally showing a lack of consideration for others. In addition, the educators recognized that a number of teachers would react to low morale by resigning their positions, thus causing high teacher turnover.

Ingersoll (1992) stated that teacher shortages are not much a result of lack of supply as they are a problem with retention. Recruiting more teachers is not the solution to filling the vacancies that schools are experiencing. Rather, addressing the issues that are underlying the teachers' decisions to leave and work towards solutions and find more effective means of solving the problem. Obviously, this would not result in a zero turnover rate; however, it would greatly reduce the percentages of turnover and the result would be positive from a staffing standpoint as well as from a morale perspective. Despite the fact that replacing more experienced teachers with less experienced teachers would keep down salary costs; high turnover does not



come without a price. As with business, new employees must be trained and that is an expense that the employer must incur.

Hunter-Boykin and Evans (1995) stated that high morale doesn't always contribute to high productivity. It doesn't always follow that happy teachers are necessarily the most productive. They go on to say that high morale includes low turnover, less absenteeism, and better academic environment for instruction. According to them, principals are the ones who are primarily responsible for motivations of teachers toward achieving their organizational goals.

Ducay (1982) in her study concluded that it is possible to determine the quality of morale by careful observation of the way people act. High morale maybe inferred on how freely faculty members bring their tension and problems out into the open at faculty meetings.

In order to build morale, she further enumerated the following wants that have to be met among teachers: security and comfortable living, pleasant working conditions, a sense of belongingness, fair treatment, a sense of achievement, a feeling of importance, a part in policy formulation, and a feeling of self-respect.

Benefits and Salary

Senegal (2000) wrote that one factor affecting teacher motivation and commitment to teaching is the financial remuneration. Real salary rates in low-income countries have deteriorated in recent years. In many countries, salaries are not paid regularly, with delays often to several months. Consequently, many teachers



are focused to look for other jobs in addition to teaching and some are driven to leave teaching altogether.

Ravitch (2003) emphasized that increasing teacher's salary will significantly reduce the retention problem. Pay matters counts to those who decide to stay in teaching and those who go out looking for greener pastures. Compensation systems signal what skills and attributes are valued and what kinds of contributions reap rewards. Good teachers are being driven away by the poor conditions under which they teach, the lack of professional respect they are accorded, and the scandalously low salary structures.

Black (2001) reported that close to one-third of the states have teachers who work at extra jobs during the school year. On the average, teachers moonlight on extra 10 or more hours a week at such job as tutoring, selling and the like. Although, they feel they have to earn additional income to cover expenses, these teachers say they know that the extra hours are bad for morale and they would like to quit after-school jobs.

According to a CNN Report, a bad combination are: the worst school, the worst students and the newest teacher. This frequent mix helps solve a teacher shortage that's driven some school districts to cancel classes and invent incentives to lure instructors.



A recent survey in Education Week, a magazine that covers professional educational issues from preschool to high school, revealed that 20 percent of new teachers leaves the classroom after three years, and 50 percent quits after 5 years.

Inadequate mentoring, weak retention practices and retirement siphon teachers, increased responsibilities and low salaries stop new ones at the entrance. It's a problem that leaves the teaching pool with more holes in a rusted bucket and in need of an estimated 2 million by 2011.

And while responsibilities of teachers are multiplying, their salaries are not. The average salary for teachers in 2000 was the lowest in four decades. School districts throughout the country have crafted a variety of incentives to attract potential teachers, including reduced rent in school-owned buildings, restaurant discounts and gym memberships.

More so, money won't solve the other shortages that school districts face. School principals and district superintendents are also in high demand and low supply. The demands of all-purpose schools force administrators to juggle burgeoning curricula, low test and state assessment tests.

Personal Aspects

According to Gilbert & Tang (1998), a group's cohesiveness is measured by the degree to which a group sticks together, or by the strength of a group member's desire to remain part of his or her work group. Cohesion is enhanced by severity of initiation into the group, perceptions of a "common enemy" or external threat, time



spent together, and a history of group success. In a cohesive group, members feel attracted to one another and the group as a whole, and the group becomes an important source of information sharing. A feeling of inclusion in one's work group may yield benefits of greater organizational understanding.

This greater organizational understanding can have a broad range of positive impacts on the functioning of the organization from stability to the bottom line. It has been stated that individual's trust. "Trust has been labeled as a significant predictor of satisfaction with supervision and performance appraisal. Four basic factors breed trust: (1) open communication, (2) giving workers a greater share in decision making, (3) sharing of critical information, and (4) true sharing of perceptions and feelings. Organizational trust, job satisfaction, and organizational attachment affect the employee attitudes. Furthermore, some have suggested that job satisfaction is one of the many components comprising organizational commitment.

Research also suggested that a lack of predictability and safety in organizational relationships results in low organizational commitment, decreased human relations and organizational performance, low employee morale and product quality, and increased absenteeism and turnover. If employees feel betrayed by management, they may engage in even more destructive organizational behaviors, such as neglect, or in extreme cases, sabotage. Therefore, group cohesion relates directly to job satisfaction namely through human relations with fellow employees



and supervisors. These factors, in turn, can have drastic effects on overall organizational performance.

Mishra & Morrissey (1990) stated that open communication breeds trust which in turn aids in cohesiveness and satisfaction. “The more that an individual is part of the channels providing essential information, the more he or she may experience organizational trust”.

Gilbert & Tang (1998) stated that information flows to employees through informal networks and work cohesion. Information not available through formal means, such as official company memoranda and formally prescribed working relationships, is transmitted through social integration and mentoring. Social integration is a multi-dimensional construct, including the factors of attraction to the group and heightened social interactions among members. Benefits from increased organizational communication provided by social integration and mentoring include material resources, job mobility information, functional expertise, and political information. Consequently, access to organizational communication channels has been suggested to enhance organizational trust, job satisfaction, and group cohesion.

Correlation between Levels of Teachers’ Morale and their Job Performance

Turney, Hatton, Laws and Smith (1992) presented that teacher satisfaction is an important element in influencing school morale, and that school goals and individual teacher goals go hand in hand. Management associated with high morale is likely to be participative and supportive, and occur when motivational and



communication forces are strong, interaction is warm and agreeable, decision making and goal setting are shared, control processes are collegial, and achievement is emphasized and recognized. The major management roles of the principal are planning, organizing, communicating, motivating and controlling, therefore, all are important for school morale.

Black (2001) reported that where teacher morale is high, students typically show achievement. But when teacher morale sinks, achievement drops and other problems come to the surface. Low teacher morale usually leads to indifference toward others; cynical attitudes toward students; better initiative when it comes to preparing lesson plans and other classroom activities; preoccupation with learning teaching for a better job; increased use of sick leave; and bouts of depression. Discouraged teachers are a drain on a school system, but more important, teachers with unhealthy attitudes often are a symptom of an unhealthy school organization.

Macmillan (1999) suggested that teachers who are satisfied with their job also have higher degrees of professional competence. They feel qualified in terms of their knowledge of subject matter and their teaching skills, and they feel secure about classroom management. But school administrators also control a large portion of teachers' job satisfaction and morale. For instance, teachers who are happy in their positions tend to report that their administrators respect and value their input on innovative school programs and keep "administrivia" – such as paper work, and extra duties to a minimum. Macmillan notes, that teachers have more job satisfaction



and higher morale. In schools where the atmosphere feel isolated, they tend to have less job satisfaction and lower morale.

A healthy school environment and high teacher morale tend to be related. A principal's ability to create a positive school climate and culture can affect teacher morale. As Adams (1992) stated, "Principals who can control many of the contingencies in the work environment are the source of much reinforcement for teaching behavior, are the keys to improving the morale and self-esteem of teachers."

Miller (1981) notes that teachers morale "can have a positive effect on pupil attitudes and learning." Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning.

Morale and achievement are also related. Ellenberg (1972) found that "where morale is high, schools showed an increased in students achievement."

In short, Mendell (1987) noted that the morale of teachers can have far-reaching implications for "student learning, the health of the organization, and the health of the teachers."

Conceptual Framework

Numerous studies have suggested that teachers' morale affect their work performance. Glueck (1984) stated that work attitudes usually contributes to effective performance.



Most researchers assert that high morale produces quality performance and successful operation of a school. Teachers with high morale tend to exhibit increased productivity, improved quality of work, and improve organization effectiveness.

Sison (1991) had pointed out that teachers with low morale manifest poor production, high rate of absenteeism, and high rate of grievances.

Teachers' morale, according to a number of studies and reviews, can be enhanced. School administrators, by virtue of their position, can function as morale builder or booster. It is assumed that when morale is boosted, improved job performance by teachers can be expected to ensue.

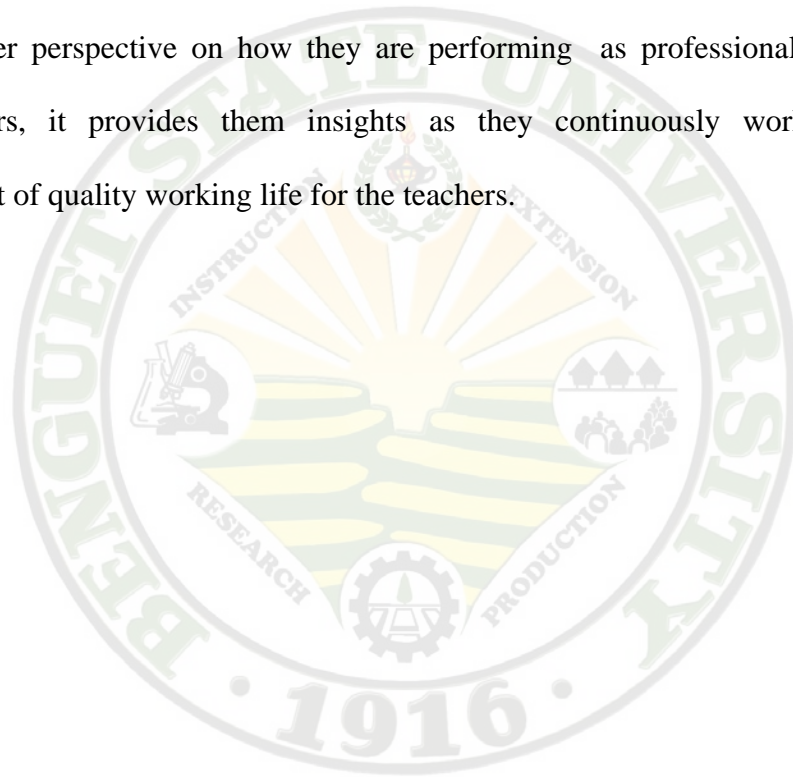
Macmillan (1996) in a review of teachers' job satisfaction as it pertains to work place conditions, gave the different effects that two types of schools have on teacher morale. Traditional, rigid, bureaucratically administered schools result to low teacher commitment and job satisfaction, but progressive and flexible schools that use collaborative problem-solving strategies promote a feeling of affiliation with the school and raise teacher morale.

As shown in Figure 1, there are three major variables namely: the independent variables, dependent variables and the moderator variables. The independent variables are teachers' morale which include administration and supervision, working conditions, work status, benefits/salary and personal. The dependent variables include the performance rating and correlation between levels of teachers' morale and job performance.



The relationship between the two variables are mediated by certain relevant demographic characteristics. These are the respondents age, sex/gender, civil status, position, educational attainment/background, number of years in the service, and latest performance rating.

From the interplay of these three variables, it is expected that teachers may gain a deeper perspective on how they are performing as professionals. For the administrators, it provides them insights as they continuously work for the improvement of quality working life for the teachers.



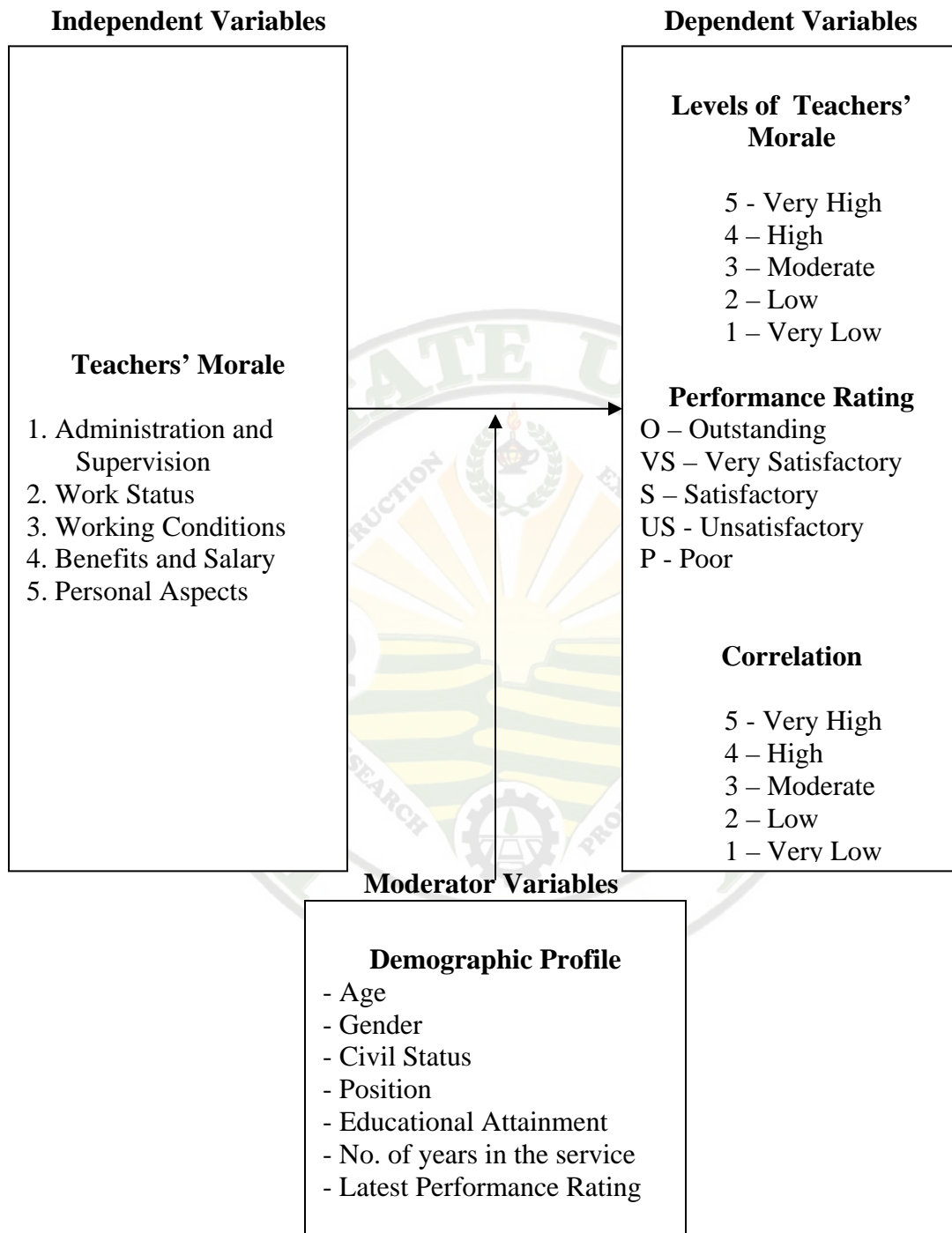


Figure 1. Paradigm of the study showing the interrelationship of variables



Definition of Terms

Administration. The persons, who make up a body for the purpose of administering something.

Benefits. They refer to anything that contributes to an improvement in condition, advantage; help; any public performance, bazaar, dance, etc. where the proceeds of which are to help a certain person, group, or cause.

Compensation. It is anything given as an equivalent, or to make amends for a loss, damage, wages or remuneration.

Correlation. It is a statistical measure of how the levels of teachers' morale are related to job performance. The scale used is Very High, High, Moderate, Low and Very Low.

Educational Attainment. It relates to a degree completed by any person.

Fringe Benefit. It is an employee's benefit other than wages or salary, as in the form of a pension, vacation, insurance, etc.

Length of Service. It refers to the number of years the teacher taught in the public schools.

Levels of Teachers Morale. This refers to intrinsic or extrinsic factors; as to administration and supervision, working conditions and status, benefits and salary and performance rating. The scale used is Very High, High, Moderate, Low and Very Low.



Management The act, art or manner of managing, handling, controlling, and directing.

Morale. It is the level of quality of attitude or reactions of an individual towards his job and general working environment.

Morale Traits. It refers to a person's system of habits, ideas, attitudes and beliefs as seen in relation to group accepted norms and or ideal system of moral standards.

Performance Rating. This refers to the work output of teachers or any organized accomplishments. The scale used is Outstanding, Very Satisfactory, Satisfactory, Fair, Needs Improvement, Unsatisfactory.

Salary. A fixed payment at regular intervals for services of teachers.

Smorgasbord. Any widely carried assortment or collection.

Supervision. The management by overseeing the performance or operation of a person or a group.

Teacher. This refers to a person engaged in classroom instruction, and is eligible to exercise his profession.

Teachers' Morale. It is the total satisfaction a person derives from his job, his boss, the organization and his environment. It pertains to the general feelings of well being, satisfaction and happiness of people.

Turnover. A change from one use, side, opinion, management, to another.



Working Conditions. These refers to the safety of a thing in the situation setting in which the teacher performs his duties and functions.

Work Satisfaction. It refers to the extent of fulfillment of needs in one's job.

Work Status. This refers to the information whether the work is still active or has been abandoned.

Hypotheses of the Study

The study was guided by the following hypotheses:

1. There are significant differences on the levels of teachers' morale as to age, gender, civil status, position, educational attainment, number of years in the service and performance rating.
2. There is a high relationship between levels of teachers' morale and job performance.



METHODOLOGY

Locale of the Study

The study was conducted in East District of Valenzuela City during the first semester, 2006-2007. The district consists of eight (8) elementary schools namely: Bignay Elementary School, Punturin Elementary School, Lawang Bato Elementary School, Canumay East Elementary School, Paso de Blas Elementary School, Mapulang Lupa Elementary School, Silvestre Lazaro Elementary School and General Tiburcio De Leon Elementary School. Among the schools enumerated, Bignay Elementary School is the farthest and General Tiburcio De Leon Elementary School is the nearest to the District Office and in the City. Schools are found and can be located along the highway and teachers have to commute in a jeep going to the Division and District Office. Figure 1 shows the location of the study.

Respondents

Table 1 portrays the demographic profile of teachers as to age, gender, civil status, position, educational attainment, length of service, and performance rating.

As shown in the table, 17.08% was within 20-29 years old and below, 33.10% for ages 30-39 and ages 40-49; 50-59 with 14.23% and 60 and above was 2.49%.



Table 1. Profile of the Respondents

Profile	Frequency	Percentage	Rank
AGE			
20-29	48	17.08	3
30-39	93	33.10	1.5
40-49	93	33.10	1.5
50-59	40	14.23	4
60 and above	7	2.49	5
Did not indicate	9		
Total	281	100 %	
GENDER			
Male	51	18.02	2
Female	232	81.89	1
Did not indicate	7		
Total	283	100 %	
CIVIL STATUS			
Single	54	19.57	2
Married	211	76.45	1
Legally Separated	0	0	4
Widow/er	0	3.99	3
Did not indicate	14		
Total	276	100 %	
POSITION			
Teacher I	183	66.30	1
Teacher II	37	13.41	2
Teacher III	32	11.59	3
Master Teacher I	19	6.88	4
Master Teacher II	5	1.81	5
Did not indicate	14		
Total	276	100 %	
EDUCATIONAL ATTAINMENT			
Ph. D / Ed. D	0	0	4.5
M. A. with Doctoral Units	0	0	4.5
Bachelors Degree	163	61.05	1
Master of Arts	25	9.36	3
Bachelors Degree with M.A. Units	79	29.59	2
Did not indicate	23		
Total	267	100 %	



LENGTH OF SERVICE			
1 - 4	55	19.43	2
5 - 9	50	17.67	3
10 - 14	47	16.61	4
15 - 19	37	13.07	5
20 - 24	61	21.55	1
25 - 29	15	5.30	7
30 years and above	18	6.36	6
Did not indicate	7		
Total	283	100 %	
PERFORMANCE RATING			
Outstanding	5	1.83	3
Very Satisfactory	259	94.87	1
Satisfactory	9	3.30	2
Needs Improvement	0	0	5
Fair	0	0	5
Unsatisfactory	0	0	5
Did not indicate	17		
Total	273	100 %	

The results pointed out that majority of the teachers belong to the middle age bracket. They exceeded the percentage of the younger age and those belonging to the old age bracket.

As could be gleaned from table 1, it reveals that 18.02% were males, while 81.89% were females. The findings pointed out that majority of the teachers were females. They outnumbered the males by 64%.

As for the civil status, 19.57% were single; 76.45% were married; while widower with 3.99%; None of the respondents were legally separated. As shown by the results, majority of the teachers were already married.



As presented in the table, 66.30% of the teachers were under Teacher I ; 13.41% under Teacher II; 11.59% in Teacher III; 6.88% for Master Teacher I and 1.81% for Master Teacher II.

This implies that majority of the teachers are still holding Teacher I positions. They exceeded in percentage from those teachers holding Teacher II & III and Master Teacher I & II positions.

Furthermore, table 1 discloses that 61.05% were Bachelor's Degree holders; 9.36% finished their Master's Degree and 29.59% with Bachelor's degree with M.A. units. None of the respondents had any chance to enroll in the doctoral level.

As could be gleaned from the table, it can be discerned that majority of the teachers were Bachelors Degree holders. Very few of them had either masteral or doctoral degrees. This insinuates that only a few of the teachers are desirous to upgrade their educational attainment.

19.43% of the teachers had been in the job for 1-4 years; 17.67% for 5-9 years; 16.61% for 10-14 years; 13.07% for 15-19 years; 21.55% for 20-24 years; 5.30% for 25-29 years; and 6.36% for 30 years and above. This was so because majority of the teachers were in the middle age group.

From the results, this indicates that many of the teachers are in their 20-24 year average length of service in teaching.

Moreover, it reveals that 1.83% had an Outstanding rating; 94.87% of the teachers with a Very Satisfactory rating while 3.30% had a Satisfactory rating. The



results indicate that majority of the teachers had received a Very Satisfactory performance rating. It shows that the teachers are doing their best in their teaching work.

Instrumentation

The primary data gathering tool in this study was the questionnaire. It consisted of two (2) parts namely: the demographic profile of teachers in East District, Valenzuela City and the Levels of Teachers' Morale.

Part I of the questionnaire contained the age, gender, civil status, position, educational attainment/background, number of years in the service, latest performance rating, and the school where the respondents are employed.

Part II dealt with the levels of teachers' morale in terms of administration and supervision, work status, working conditions, benefits/salary, and personal aspects. The respondents were oriented on how to check the number that corresponds to their choice using a five-point scale.

Data Collection

The researcher asked permission from the Schools Division Superintendent of Valenzuela City, and the District Supervisor of Valenzuela East District to administer questionnaires. The researcher was assisted by the principals of each school in administering and collecting the data from the teachers.



Statistical Analysis

The data are presented in tables, classified and analyzed. The statistical tools involved were percentage, weighted mean and ranking. Data were subjected to frequency counts, percentage, computation of mean scores, and ranking. The Friedman's Two-Way Analysis of Variance (ANOVA) was also employed to test the significance of the obtained means.

a. Mean : $f \times w / n$

Where : f - frequency

w - weighted value

n - number of cases

b. ANOVA

$$X_r^2 = \frac{12}{NK(K+1)} \sum (R1)^2 - 3N(K+1)$$

Where : X_r^2 - Friedman's two-way ANOVA by ranks

N - Number of rows

K - Number of columns

The results were interpreted at .05 and .01 level of significance using the chi-square table.

Correlation Coefficient was also utilized in determining the nature of the relationship between levels of teachers' morale and job performance. It was identified through the Spearman Rank Correlation Coefficient.



$$r^2 = \frac{1 - 6 \sum D^2}{N^3 - N}$$

Where : r^2 - Spearman RHO

N – Total number of cases

D^2 – Sum of the squared differences between ranks

Scale used in determining levels of teachers' morale:

Numerical Value	Limits	Descriptive Equivalent
5	4.21 – 5.00	Very High
4	3.41 – 4.20	High
3	2.61 – 3.40	Moderate
2	1.81 – 2.60	Low
1	1.00 – 1.80	Very Low

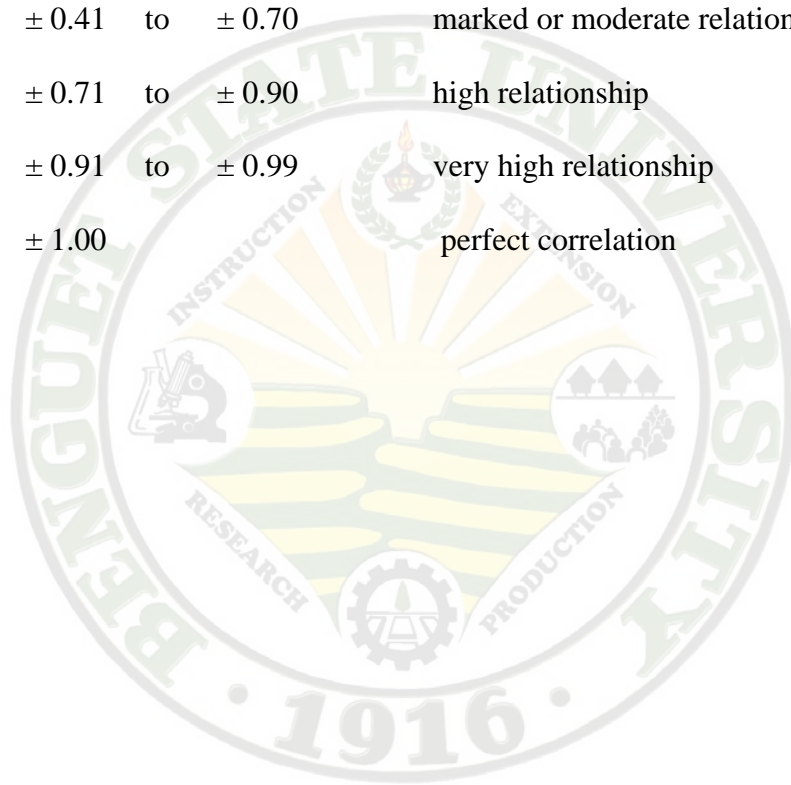
Scale used in determining job performance:

Performance Rating	Abbreviation	Numerical Rating
Outstanding	O	8.60 – 10.00
Very Satisfactory	VS	6.60 – 8.59
Satisfactory	S	4.60 – 6.59
Unsatisfactory	US	2.60 – 4.59
Poor	P	2.59 and below



Scale used in determining relationship between teachers' morale and job performance.

Correlation Value:	Descriptive Equivalent
0.00 to ± 0.20	negligible correlation
± 0.21 to ± 0.40	low or slight correlation
± 0.41 to ± 0.70	marked or moderate relationship
± 0.71 to ± 0.90	high relationship
± 0.91 to ± 0.99	very high relationship
± 1.00	perfect correlation



RESULTS AND DISCUSSION

This chapter presents the data, findings and discussions of the study. The data of the study are presented in tables.

Levels of Teachers' Morale

Administration and Supervision. Maya (2000) stated that morale is important in any organization. It is a significant factor in the success of the organization. In the school, there is a need for the administrator to create high morale among his staff. A harmonious relationship between the administrator and his subordinates is essential to achieve high morale. It is important for the administrator to understand and get along with his teachers since this is precisely the primary step in achieving success in carrying out his function, which is to implement the goals and objectives of the school.

The study on the practices of the school administrator and other factors affecting the morale of teachers was based on the concept that these practices of the administrators affect teachers' morale.

Table 2 presents the levels of teachers' morale as to administration and supervision. The table reveals that all the aspects were cited high by the teacher respondents. The first three in rank were; Opportunities for developing sense of responsibility and leadership, Opportunities to apply educational preparation and for



Table 2. Levels of Teachers' Morale As to Administration and Supervision

Indicators	Weighted Mean	Descriptive Equivalent	Rank
a. Opportunities to apply educational preparation	3.76	High	2
b. Opportunities for developing sense of responsibility and leadership	3.82	High	1
c. Freedom to present problems, complaints without fear of harassment	3.65	High	7.5
d. Satisfaction with the administration and supervision	3.72	High	5
e. Orientation procedure to new personnel	3.65	High	7.5
f. Opportunities for independent thought and action	3.74	High	3
g. Employee involvement and participation	3.71	High	6
h. Opportunities to stimulate group loyalty and team spirit	3.73	High	4
i. Ability to influence institutional policy	3.62	High	9
j. Opportunities to rate/evaluate the administration in your school	3.58	High	10
Over all Mean	3.70	High	

Scale :	5 = 4.21 – 5.00	Very High
	4 = 3.41 – 4.20	High
	3 = 2.61 – 3.40	Moderate
	2 = 1.81 – 2.60	Low
	1 = 1.00 – 1.80	Very Low

independent thought and action. The last two ranks were; Ability to influence institutional policy and opportunities to rate and evaluate the administration in your school.

As confirmed by the over all mean of 3.70, the level of teachers' morale is high as to Administration and Supervision. This finding implies that the teachers



were generally contented with the quality of supervision given to them, the management skills and competencies of their school heads including the morale and team spirit created by their administrators. This also implies that the public schools have competent school heads who are able to affirm their teachers that they are doing well in their job. Thus, they are able to give their support as their mission partners in educating the learners entrusted under their care.

The results agree with the study of Hoy et. al (2001) that the nature of the relationship between teachers and administrators and the quality of leadership correlate highly with teachers' satisfaction.

Teachers need to be recognized and they should be involved in any course of plans, actions and freedom. Teachers need freedom. A principal who listens to his teachers is able to identify better both the negative and positive in the school environments. Teachers experience satisfaction if principals actively stand behind teachers. This was supported by Blaise and Kirby (1991) that effective principals serve as guardians of teachers instructional time, assist teachers with discipline matters, and support teachers' authority in enforcing policy.

This findings also agree with the study of Bronlikit (1976) who further stressed on teacher participation in decision making that teachers have the right to know plans and policies being formulated by the administrator, particularly those that affect their welfare, their conditions and their morale.



Work Status. Table 3 presents the levels of teachers' morale as to work status of the teachers. The table indicates that all the aspects under work status were rated high by the teacher respondents since the obtained over all mean is 3.69.

The teachers perceived that their morale as to work status is high in security of tenure, appointment/placement according to educational qualifications and competencies, attainment of high professional working standards, clear policies on promotion and tenure, satisfaction in being able to contribute to society, notification of promotional opportunities, and outlets for creative inclination or special abilities (singing, dancing, painting, etc.)

The teachers perceived that their morale as to work status when ranked is highest in security of tenure and outlets for creative inclination or special abilities have the lowest mean.

As Herzberg (2002) stated, some factors that would raise the morale of teachers as regards to work status are: achievement, recognition, responsibility, and promotion. Based on the findings, teachers need security in their profession and their work. Every school year, teachers are needed in the public schools due to the mass population and enrolment. Lots of teachers are hired, however, most of their appointments are, as contractual, probationary or temporary status. Some teachers really demand for a regular or permanent position for security purposes. Aside from security benefits, promotion is another factor that every teacher wishes or demands.



Table 3. Levels of Teachers' Morale on Work Status

Indicators	Weighted Mean	Descriptive Equivalent	Rank
a. Appointment and placement according to educational qualification and competencies	3.72	High	2
b. Security of tenure	3.83	High	1
c. Clear policies on promotion and tenure	3.69	High	4
d. Notification of promotional opportunities	3.62	High	6
e. Attainment of high professional working standards	3.70	High	3
f. Outlets for creative inclination or special abilities	3.59	High	7
g. Satisfaction in being able to contribute to society	3.67	High	5
Over all Mean	3.69	High	

Scale :	5 = 4.21 – 5.00	Very High
	4 = 3.41 – 4.20	High
	3 = 2.61 – 3.40	Moderate
	2 = 1.81 – 2.60	Low
	1 = 1.00 – 1.80	Very Low

The findings also agree with the study of Wong and Wong (2005), where he referred to teacher promotion as an important issue in school administration that deserves more academic attention. Aside from promotion, is the compensation system, which can be flexible and frequently be adjusted with the performance of individual staff members. Promotion is therefore the most important reward that principals use.



Working Conditions. As illustrated in Table 4, the levels of teachers' morale as to working conditions indicate that teachers morale is high since the over all mean is 3.67.

Cleanliness of surroundings and other services was ranked first. Teacher respondents perceived a moderate response on library services & facilities, comfort rooms, and audio-visual rooms, maybe because public schools can not afford to have such TV's, VCD/DVD's and other electronic devices, complete sets of books such as encyclopedia, dictionaries, clean and comfortable comfort rooms and others since they lack funds and support from the national and local government.

Pleasant working conditions also involve having an adequate supply of materials. At the opening of every school year, teachers in the public schools have to purchase from their personal funds such things as chalk, erasers, lesson plans, books, miscellaneous forms and stationeries. If teachers have no supplies, and instructional materials and equipments needed for teaching, their job satisfaction is likely to disappear.

The study of Perrie and Baker (1997) indicated that student behavior, school atmosphere, and teacher autonomy are also working conditions associated with teacher satisfaction. That is, the more favorable the working conditions are, the higher the satisfaction and morale scores are.



Table 4. Levels of Teachers' Morale as to Working Conditions

Indicators	Weighted Mean	Descriptive Equivalent	Rank
a. Cleanliness of surroundings and other services	4.04	High	1
b. Information system (personal directory, telephone, computer, etc.)	3.72	High	8
c. Professional services (legal guidance and counseling, etc.)	3.69	High	9
d. Teaching loads and schedules	3.81	High	4
e. Faculty room/office	3.52	High	10
f. Classrooms	3.79	High	5
g. Audio-Visual rooms	3.28	Moderate	13
h. Comfort Rooms	3.35	Moderate	12
i. Library services and facilities	3.38	Moderate	11
j. Respect and prestige in the profession	3.84	High	3
k. Fulfillment in personal ambition	3.75	High	6
l. Involvement in cooperative undertakings (projects, exhibits, culminating activity, etc)	3.74	High	7
m. Friendly and supportive relationship rather than being primitive and threatening.	3.85	High	2
Over all Mean	3.67	High	

Scale :	5 = 4.21 – 5.00	Very High
	4 = 3.41 – 4.20	High
	3 = 2.61 – 3.40	Moderate
	2 = 1.81 – 2.60	Low
	1 = 1.00 – 1.80	Very Low

The findings agree with the study of Domanog (2005) and with an internet archive published by ERIC Digest (1991) which pointed out the effects of working conditions on faculty attitudes, autonomy, freedom to choose textbooks, programs



and media, opportunities to be creative and the work environment that enhanced satisfaction.

On the other hand, Belgican (1981) pointed out that for different people, there are factors that make working conditions pleasant. However such qualities as attractiveness, cleanliness, up to date equipment, provisions of employees comfort and moral support from the administration appear to be what every teacher desires.

Benefits and Salary. Table 5 presents the levels of teachers' morale as to benefits and salary. It obtained an over all mean of 3.60, interpreted as High. This means that the teachers were very satisfied with the monetary rewards and benefits that they received. They also claimed that their pay is given on time.

Based on the findings, the first three ranks were: Clothing allowance, Bonuses, and Maternity or Paternity leave with pay. It shows that their attitudes and state of mind have been heightened and propelled to be committed to their job by the valid compensation practices.

Yearly, teachers are advised to have new sets of school uniforms, and are obliged to buy school materials to be used in teaching the learners. It is significant to note that based on the findings, teachers perceived that clothing allowance and bonus of the teachers were met and given on time and on regular basis. This means pay is one of the important demands of the teachers. The results also indicate that sick leave with pay and medical/dental hospitalization benefits were rated moderately by the respondents. This maybe so because teachers feel that they are treated as lower



Table 5. Levels of Teachers' Morale as to Benefits and Salary

Indicators	Weighted Mean	Descriptive Equivalent	Rank
a. Sick leave with pay	3.27	Moderate	10
b. Medical, Dental Hospitalization benefits	3.35	Moderate	9
c. Maternity/Paternity Leave with pay	3.80	High	3
d. Clothing Allowance	3.98	High	1
e. Bonuses	3.97	High	2
f. Establish salary scales based on position, educational qualifications and experience	3.75	High	4
g. Longevity pay	3.44	High	7
h. Annual review of salary	3.41	High	8
i. Salary adjustment	3.51	High	6
j. Salary given on time	3.56	High	5
Over all Mean	3.60	High	

Scale :	5 = 4.21 – 5.00	Very High
	4 = 3.41 – 4.20	High
	3 = 2.61 – 3.40	Moderate
	2 = 1.81 – 2.60	Low
	1 = 1.00 – 1.80	Very Low

priorities and given less attention by the government on the needs of the teachers particularly their health. Philhealth, Fortune Care, and other health insurances are some proofs why teachers have high morale. Everytime teachers are hospitalized, they only pay a portion of their total bills due to the benefits that the government gives.

Pay is also usually used as a motivating factor for teacher retention. This finding agrees with the study of Rimas (1977) as cited by Domanog, who found that



the strongest economic reason for teacher retention, indicated a very important aspect of the teachers' financial needs.

Further studies agree with Wick & Bweggs (1971) as cited by Maya (2000), on salary and morale, further explained that poor salary scale leads to job dissatisfaction.

Pay therefore is only one factor, and indeed it was already noted that where there is a higher national level of pay (as in leadership), morale can reach its own level. However, money is not the only demoralizer in education. In each and every survey of teacher morale, the same range of demoralizing factors are mentioned: discipline, class size, the imposition by the government of the national curriculum and so on.

Personal Aspects. Table 6 presents the characteristics or attitudes of teachers towards their job. Generally, teacher respondents had a high morale on personal aspects.

As seen in Table 6, the respondents had a very high morale. Rank one is on, having great pride in my profession, The teachers perceived that they do believe that teaching is among the noblest of all professions, since they mould the young minds and believed they are the builders of the nation. Moreover, based from the findings, teachers are contented already with their profession since this aspect had the lowest rank.



Table 6. Levels of Teachers' Morale as to Personal Aspects

Indicators	Weighted Mean	Descriptive Equivalent	Rank
a. Committed to educating the young	4.18	High	2.5
b. Enjoys the company of my co-workers	3.72	High	8
c. Works energetically, cheerful and helpful	3.69	High	9
d. Loyal to school I am presently assigned	3.81	High	6
e. Willing to make decisions	3.52	High	10
f. Likes and respect those authority over me	3.79	High	7
g. Contented with my profession	3.28	High	13
h. Expects to continue and retire in my profession	3.35	High	12
i. Always come on time	3.38	High	11
j. Always present in my work	3.84	High	5
k. Accept challenging tasks	4.12	High	4
l. Have great pride in my profession	4.22	Very High	1
m. Optimistic	4.18	High	2.5
Over all mean	3.77	High	
Scale :	5 = 4.21 – 5.00	Very High	
	4 = 3.41 – 4.20	High	
	3 = 2.61 – 3.40	Moderate	
	2 = 1.81 – 2.60	Low	
	1 = 1.00 – 1.80	Very Low	

This was supported by the study of Segumpan (1995) as cited by Lita, who stressed that since teachers are already contented as professionals, they possess good characteristics of being a teacher, wherein they work energetically, respect their own judgment, and those authority over them, willing to make decisions, and accept full responsibility for any course of action.

Segumpan (1995) also stressed that teachers with low morale, avoid making decisions in accepting challenging responsibilities because they feel that they will



obtain little or no credit or reward for correct action, or they maybe highly censured of their mistakes. They dislike their superiors, co-workers, and take little pride in their profession. They are always unhappy, tardy, worried and pessimistic.

Sison (1991) ascertained that a person with positive attitudes performs his job willingly and enthusiastically.

Profile of Respondents and Levels of Teachers' Morale

Besides knowing the level of teachers' morale, it is the interest of this study to further ascertain if there are significant differences when they are grouped and compared according to age, gender, civil status, position, educational attainment, length of service and performance rating. Table 7 shows the comparisons.

Age. Table 7 shows the computed χ^2 values of 23.42(administration and supervision), 20.46 (work status), 25.24 (working conditions), 19.24 (benefits and salary), and 39.81 (personal aspects) are higher than the tabulated χ^2 values of 9.49 at .05 level of significance. This means that the hypothesis stating that there are significant differences on levels of teachers' morale in terms of age is accepted.

This finding means that the different age groups of the respondents had different levels of teachers' morale as to administration and supervision, work status, working conditions, benefits and salary and personal aspects.



Based from the findings, majority of the respondents, ages 50 and above had a higher level of morale than the younger ones particularly on personal aspects when they were compared according to ages.

This further implies that teacher respondents who are 50 years old and above were contented with the kind of administration and supervision they have, and were satisfied with their working conditions. Pay was not primarily a factor in demoralizing them, and they perceived or showed good characteristics or attitudes toward their job.

The results also imply that administrators are the key to the success of every teacher, thus a good teacher results to highly motivated learners.

An administrator builds a higher morale on teachers if they are being recognized. Teachers perceive satisfaction on their jobs if administrators are behind them. Moreover, teacher morale is also high in schools if administrators create good working conditions and provide clear and comprehensive work status.

Gender. The computed χ^2 value of 9.2 (administration and supervision), 24.51 (work status) 4.9 (benefits and salary), and 3.89 (personal aspects) are higher than the tabulated χ^2 value of 3.84 at .05 level of significance. This means that the hypothesis stating that there are significant differences on levels of teachers' morale in terms of gender as to administration and supervision, work status, benefits and salary and personal aspects is accepted.



The computed χ^2 value of 0.19 (working conditions), is lower than the tabulated value at .05 level of significance, therefore the hypothesis stating that there are significant differences on levels of teachers' morale in terms of working conditions is rejected.

Based from the findings, female teachers had a higher level of morale on administration and supervision, benefits and salary, and personal aspects. This maybe because most of the administrators in the educational setting are females. Females are more ambitious or level headed, affectionate and they value their work. On the other hand, male teachers had a higher level of morale on work status, and working conditions. This is so because most of the male teachers are simply contented with the kind of work they have regardless of their positions and benefits for as long as they are holding a permanent position.

Civil Status. The computed χ^2 value of the teacher respondents with regard to their civil status, 5.0 (administration and supervision), and 0.58 (works status), are lower than the tabulated χ^2 value of 5.99 at .05 level of significance. This means that the hypothesis stating that there are significant differences on levels of teachers' morale in terms of civil status as to administration and supervision, and work status, is rejected. This means that the married and single respondents had similar levels of teachers' morale.



The computed χ^2 value of 9.3 (working conditions), 14.92 (benefits and salary), 13.24 (personal aspects) are higher than the tabulated χ^2 value of 5.99 at .05 level of significance. This means that the hypothesis stating that there are significant differences on levels of teachers' morale in terms of civil status as to working conditions, benefits and salary and personal aspects is accepted.

Based from the findings, married teacher respondents may demand a higher salary and more benefits since they had families to support as compared to the single teacher respondents.

Position. The computed χ^2 value of 30.54 (administration and supervision), 25.53 (work status), 38.8 (working conditions), 25.78 (benefits and salary), and 48.33 (personal aspects) are higher than the tabulated χ^2 value of 9.49 at .05 level of significance. Therefore the hypothesis, stating that there are significant differences on levels of teachers' morale in terms of position is accepted.

This means that the different teacher respondents as to positions had different levels of teachers' morale as to administration and supervision, work status, working conditions, benefits and salary and personal aspects.

Based from the findings, Master Teachers perceived a higher level of morale than those having a position of Teacher I, II, and III. Perhaps they are now contented on the administration they have, the salary they receive, their work place, and others.



Moreover, Teacher I had the lowest level of morale since they are new, they are still in the adjustment period and they have the lowest salary bracket.

Educational Attainment. The computed χ^2 value of 6.65 (administration and supervision), 8.32 (working conditions), 14.0 (benefits and salary), 10.02 (work status), and 21.76 (personal aspects), are higher than the tabulated χ^2 value of 5.99 at .05 level of significance. This means that the hypothesis stating that there are significant differences on levels of teachers' morale in terms of educational attainment as to administration and supervision, working conditions, benefits and salary, work status and personal aspects is accepted.

This means that teachers having a bachelors degree had different levels of morale with those teachers with masteral degree or with Ph.D. units.

Those with masters degree may have a higher level of morale since they have a higher salary scale as compared to those with bachelors degree holders having lower salary scale.

Length of Service. Based from the findings, the computed χ^2 value of 40.54 (administration and supervision), 38.13 (work status), 44.67 (working conditions), 44.21 (benefits and salary), and 30.76 (personal aspects) are higher than the tabulated χ^2 value of 12.50 at .05 level of significance. This means that the hypothesis stating that there are significant differences on levels of teachers' morale in terms of length of service is accepted.



This implies that the different respondents with more years of teaching had a higher level of morale than those with fewer years of experience as to administration and supervision, work status, working conditions, benefits and salary and personal aspects.

The teachers who have more years in service may have a higher level of morale than those with fewer years in service because they are already familiar with their job, they can relate well to their administrators, have higher salary scales and are contented with their job.

Performance Rating. The computed χ^2 value of 15.8 (administration and supervision), 29.58 (working conditions), 31.36 (personal aspects) 8.95 (work status), and 9.05 (benefits and salary) are higher than the tabulated χ^2 value of 5.99 at .05 level of significance. Therefore the hypothesis stating, that there are significant differences on the levels of teachers' morale in terms of performance rating is accepted. This means that teachers with satisfactory rating had lower level of morale as compared to teachers with very satisfactory and outstanding rating. Teachers with very satisfactory rating were very much contented on how their administrators evaluate their performances and also were contented with regard to their work place.

Correlation Between Job Performance and Levels of Teachers' Morale

Table 8 represents the correlation between job performance and levels of teachers' morale.



Table 8. Correlation between Job Performance and Levels of Teachers' Morale

Aspects	Correlation Value	Description
1. Administration and Supervision	0.43	Moderate Relationship
2. Work Status	0.06	Negligible Relationship
3. Working Conditions	0.06	Negligible Relationship
4. Benefits and Salary	0.81	High Relationship
5. Personal Aspects	0.04	Negligible Relationship

Interpretation of Correlation Value:	Descriptive Equivalent
0.00 to ± 0.20	negligible correlation/relationship
± 0.21 to ± 0.40	low or slight correlation/relationship
± 0.41 to ± 0.70	marked or moderate relationship
± 0.71 to ± 0.90	high relationship
± 0.91 to ± 0.99	very high relationship
± 1.00	perfect correlation/relationship

Based from the table, there is a moderate relationships between administration and supervision and job performance with the computed correlation value of 0.43. This means that job performance of teachers were moderately affected by the way how their administrators relate, and influence the life and work of teachers as well as on how morality matters. Good governance results to job satisfaction of teachers. Supportive administrators give a positive effect on the



performance of teachers. By acknowledging the works, expertise and knowledge of the teachers, this gives a positive output on the part of the teachers which also results as a motivating factor of the teachers to give their best in the teaching and learning process.

Morale is important in any organization. It is a significant factor in the success of the organization. In the school, there is a need for the administrator to create a high morale among his staff. A harmonious relationship between the administrator and his subordinates is essential to achieve high morale. It is important for the administrator to understand and get along with his teachers since this is precisely the primary step in achieving success in carrying out his functions, which is to implement the goals and objectives of the school.

From the study of Purisima (1986), it was disclosed that teacher's job satisfaction is important in quality education. He disclosed further that there are various practices, conditions and policies in the school especially in the area of administration and supervision which can influence or affect teachers' job satisfaction and loyalty. The author further stressed that there is a desired satisfaction in the teaching job among the school administrators, teachers, pupils and in the community

With the computed correlation value of 0.06 and 0.04, Table 8 shows a negligible correlation between job performance, work status, working conditions, and personal aspects.



This means that the job performance of the teachers was not affected in any way by their work status, working conditions and personal aspects. Teachers still do believe that the heart or center of their profession is teaching the learners with the best of their abilities regardless of their surroundings, nature of their work, status of their profession and other factors that threaten their work.

This is contrary to the study of Sinclair (1992) where he discovered that the conditions under which teachers work are often set up in such a way as to deny a teacher a sense of efficacy, success and self-worth. They found that teacher frustration and dissatisfaction were commonly related to; lack of recognition for accomplishments; lack of teacher input into decisions that directly affected their work; administrative decisions that undermine teacher professional judgement and expertise; and absence of debate about new or alternative practices.

Otto (1986) in a research work with samples of Australian teachers, has indicated stressors in the area of the work role, role conflict and ambiguity, lack of recognition, poor physical environment and resources, lack of control and decision making power, poor communication, and the emotional demands of teaching. Other findings pointed out seven stress factors namely: pupil discipline, poor remuneration, curriculum demands, low professional recognition, poor working conditions, community antagonisms, and time demands.

There is a high relationship between benefits or salary and job performance since the computed correlation value is 0.81. This means, that pay does matter.



Benefits and salary of teachers really affects the job performance of teachers. Salary is believed to be a motivating factor for teacher's retention, job satisfaction and morale. Basically, in the educational setting in the public sector, one of the demands of the teachers is an increase of their salary. It has been ten years, since teachers experienced an across the board increase of their salaries.

Salaries really affect the job performance of teachers. If teachers receive a higher amount of salary, probably, teachers may be motivated to work more and give their best in teaching. Whereas, if teachers receive a small amount of salary this may certainly affect the job of the teacher and he usually shifts to other professions.

This was supported by the report of the School Teachers' Review Body (2002) which stated that teachers pay is linked to performance.

On the study of Wick and Bweggs (1971), they supported that on salary and morale, poor salary can lead to job dissatisfaction. Salary is important to morale when teachers were asked to rank a series of job factors. In the order of importance in improving teachers morale, salary was found to be of primary importance. It was followed by recognition of achievement and good physical plant and equipment.

Ravitch (2003) stated that increasing teachers' salary will significantly reduce the retention problem. Higher pay impacts to those who decide to stay in teaching and who goes looking for greener pastures. Compensation systems signal what skills and attributes are valued and what kind of contributions reap rewards. Good teachers are



being driven away by the poor conditions under which they teach, the lack of professional respect they are accorded, and scandalously low salary structures.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consist of the summary of the study, the conclusions derived from its various findings and recommendations.

Summary

The focus of this study is on the levels of teachers' morale on their job performance in East District, Valenzuela City. The study determined the demographic profile of public elementary teachers in terms of age, gender, civil status, position, educational attainment, length of service, and performance rating; the levels of teachers' morale in terms of administration and supervision, work status, working conditions, benefits and salary, and personal aspects; and the correlation between levels of teachers' morale and job performance

This study was conducted during the first semester of 2006-2007.

The instruments used in this study were weighted means, frequency, descriptive statistics and analysis of variance to derive the expected results.

The findings of the study are the following:

1. The teacher respondents were predominantly female, 30-49 age group, mostly married, have a position of Teacher I, mostly bachelors degree holders, with 20-24 years in experience and mostly having a very satisfactory performance rating.



2. The teachers of the different schools in Valenzuela East District claimed that they had a high level of morale along the following aspects: Administration and Supervision, Work Status, Working Conditions, Benefits and Salary, and Personal Aspects.

a. As to age, age bracket 40 and above showed a higher level of morale as to administration and supervision, work status, working conditions, benefits and salary and personal aspects as compared to the younger ones.

b. As to gender, the females had a higher level of morale compared to the males as to administration and supervision, benefits and salary and personal aspects.

c. As to Civil Status, the single teachers had a higher level of morale on working conditions, benefits and salary and personal aspects as compared to the married teachers and widowed teachers.

d. As to Position, Master teachers had a higher level of morale on administration and supervision, work status, working conditions, benefits and salary and personal aspects as compared to Teacher I, II, III teachers.

e. As to Educational Attainment or Background, the master's degree holders had a higher level of morale on administration and supervision, work status, working conditions, benefits and salary and personal aspects than those with bachelors degree only.

f. As to the number of years in the service, the teachers' level of morale increased as they stay in their job. Those who had been teaching for 20 years and



above, claimed that they had a higher level of morale as compared to those with 0 - 19 years of service.

g. As to Performance Rating, the teachers with outstanding rating showed a higher morale as to Administration and Supervision, Work Status, Working Conditions, Benefits and Salary, and Personal Aspects as compared to teachers with very satisfactory rating and teachers with satisfactory rating only.

3. There was a moderate relationship between administration and supervision and job performance; negligible correlation between job performance, work status, working conditions, and personal aspects while a high relationship existed between benefits / salary and job performance.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The teachers of East District of Valenzuela City have different demographic profiles.
2. The levels of teachers' morale are high.
3. There are significant differences on the levels of teachers' morale as to age, gender, civil status, position, educational attainment, length of service and performance rating.
4. Benefits and salary have a high correlation with job performance.



Recommendations

Based on the findings and conclusions, the following are recommended:

1. Teachers should strive to finish their master's and doctoral degrees. They are also encouraged to attain a higher performance rating of Outstanding.
2. Since majority of the classroom teachers are females, high school male students can be motivated to enroll in education courses.
3. Teachers with low morale should look at teaching as a service profession and focus more on developing a sense of loyalty and pride as molders of the minds of the youth.
4. School administrators are encouraged to seek sources of funding for the need of the teachers and students, such as audio-visual rooms, comfort rooms and library services.
5. School administrators should implement policies on teachers' security of tenure, appointments according to personal qualities and educational backgrounds and professional standards.
6. The Department of Education should recommend to lawmakers, possible increases in the salaries of teachers as well as on benefits like sick leaves with pay as well as free medical and dental services.
7. Further study can be conducted on the correlation between levels of teachers' morale and students/pupils morale



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Appendix A

Letter of Permission to Schools Division Superintendent

Department of Education
National Capital Region
Division of City Schools – Valenzuela
Valenzuela City

May 3, 2006

ALMA BELLA O. BAUTISTA
Schools Division Superintendent
Division of Valenzuela City
Valenzuela City

Madam:

Greetings of peace and joy!

The undersigned, a student of the Graduate School of Benguet State University, La Trinidad, Benguet is presently doing a research on: **Effects of Levels of Teachers' Morale on their Job Performance in Valenzuela East District, Division of Valenzuela City.**

In this regard, I would like to request your kind permission to administer my questionnaires to the teachers of East District, Valenzuela City. As a graduate of public school, I believe that this study will aid the survival and growth of my alma mater as well as other schools.

Thank you very much and I await your favorable response to this letter of request.

Very truly yours,

WALTER H. FABRO

Noted:

MARYJANE L. LARUAN, Ph. D.
Adviser

TESSIE M. MERESTELA, D. Agr.
Dean, Graduate School



Appendix B

Letter of Permission to Principals

Department of Education
National Capital Region
Division of City Schools – Valenzuela
Valenzuela East District
Valenzuela City

May 3, 2006

AIDA R. SAN JUAN
Coordinating Principal
Valenzuela East District

Madam:

I have the honor to request from your good office permission to administer questionnaires to all schools in your district.

This in connection with my research entitled: **Effects of Levels of Teachers' Morale on their Job Performance in Valenzuela East District, Division of Valenzuela City.**

Thank you and hoping for your kind consideration.

Very truly yours,

WALTER H. FABRO
Researcher

Noted :

MARYJANE L. LARUAN, Ph. D.
Adviser

Recommending Approval :

TESSIE M. MERESTELA, D. Agr.
Dean, Graduate School

Approved:

ALMA BELLA O. BAUTISTA
Schools Division Superintendent



Appendix C

Letter to Respondents

Department of Education
National Capital Region
Division of City Schools - Valenzuela
Valenzuela City

May 3, 2006

Dear Respondents:

The undersigned is conducting a study in connection with his masteral thesis "Effects of Levels of Teachers' Morale on their Job Performance in Valenzuela East District, Division of Valenzuela City".

May I request your full cooperation in answering the questionnaire in order to gather data.

Your frank and honest opinion is very important and valuable in the successful completion of this undertaking. There are no wrong answers but please do not leave any item unanswered.

Thank you very much.

Very truly yours,

WALTER H. FABRO

Noted :

MARYJANE L. LARUAN, Ph. D.
Adviser

TESSIE M. MERESTELA, D. Agr.
Dean, Graduate School



Appendix D

Questionnaire

Name of respondent : (optional) _____

School : _____

A. Demographic Profile

1. Age 20-29 () 40-49 () 60 and above ()
 30-39 () 50-59 ()

2. Gender Male () Female ()

3. Civil Status Single ()
 Married ()
 Legally Separated ()
 Widow /er ()

4. Position Teacher I ()
 Teacher II ()
 Teacher III ()
 Master Teacher I ()
 Master Teacher II ()
 Others, Pls. Specify _____

5. Educational Attainment / Background
 Ph. D. / Ed. D. ()
 Masteral with Doctoral Units ()
 Bachelors Degree ()
 Master of Arts ()
 Bachelors Degree with MA Units ()
 Others, Pls. Specify _____

6. Number of years in the service (Teaching)
 1-4 () 15-19 () 20-24 () 30 and above ()
 5-9 () 10-14 () 25-29 ()

7. Latest Performance Rating (SY-2005-2006)
 O – Outstanding VS – Very Satisfactory S – Satisfactory
 F – Fair NI – Needs Improvement
 US – Unsatisfactory



B. Below is a checklist of areas which affect your morale. Opposite each item are five (5) columns where you will evaluate to what level your morale is. Check the appropriate item that applies to you.

5 – Very High 4 – High 3 – Moderate 2 – Low 1 – Very Low

LEVELS OF TEACHERS MORALE:	Very High	High	Moderate	Low	Very Low
	5	4	3	2	1
1. Administration and Supervision					
a. Opportunities to apply educational preparation	()	()	()	()	()
b. Opportunities for developing sense of responsibility and leadership	()	()	()	()	()
c. Freedom to present problems, complaints without fear of harassment	()	()	()	()	()
d. Satisfaction with the administration and Supervision	()	()	()	()	()
e. Orientation procedure to new personnel	()	()	()	()	()
f. Opportunities for independent thought and action	()	()	()	()	()
g. Employee involvement and participation in decision making	()	()	()	()	()
h. Opportunities to stimulate group loyalty and team spirit	()	()	()	()	()
i. Ability to influence institutional policy	()	()	()	()	()
j. Opportunities to rate/evaluate the administration in your school	()	()	()	()	()
k. Others, pls. specify _____	()	()	()	()	()
2. Work Status					
a. Appointment and placement according to educational qualification and competencies	()	()	()	()	()
b. Security of tenure	()	()	()	()	()
c. Clear policies on promotion and tenure	()	()	()	()	()
d. Notification of promotional opportunities	()	()	()	()	()
e. Attainment of high professional working standards	()	()	()	()	()
f. Outlets for creative inclination or special abilities (singing, dancing, etc.)	()	()	()	()	()
g. Satisfaction in being able to contribute to society	()	()	()	()	()
h. Others, pls. specify _____	()	()	()	()	()



3. Working Conditions

- | | | | | |
|---|-----|-----|-----|-----|
| a. Cleanliness of surroundings and other services() | () | () | () | () |
| b. Information system (personal directory, telephone, computer, etc.) | () | () | () | () |
| c. Professional services (legal guidance and counseling, etc.) | () | () | () | () |
| d. Teaching loads and schedules | () | () | () | () |
| e. Faculty room/office | () | () | () | () |
| f. Classrooms | () | () | () | () |
| g. Audio-visual rooms | () | () | () | () |
| h. Comfort rooms | () | () | () | () |
| i. Library services and facilities | () | () | () | () |
| j. Respect and prestige in the profession | () | () | () | () |
| k. Fulfillment of personal ambition | () | () | () | () |
| l. Involvement in cooperative undertakings (projects, exhibits, culminating activity, etc.) | () | () | () | () |
| m. Friendly and supportive relationship rather than being primitive and threatening | () | () | () | () |
| n. Others, pls. specify _____ | () | () | () | () |

4. Benefits/Salary

- | | | | | |
|---|-----|-----|-----|-----|
| a. Sick leave with pay | () | () | () | () |
| b. Medical, dental hospitalization benefits | () | () | () | () |
| c. Maternity leave with pay | () | () | () | () |
| d. Clothing allowance | () | () | () | () |
| e. Bonuses | () | () | () | () |
| f. Establish salary scales based on position, educational qualifications & experience | () | () | () | () |
| g. Longevity pay | () | () | () | () |
| h. Annual review of salary | () | () | () | () |
| i. Salary adjustment | () | () | () | () |
| j. Salary given on time | () | () | () | () |
| k. Others, pls. specify _____ | () | () | () | () |

5. Personal

- | | | | | |
|--|-----|-----|-----|-----|
| a. Committed to educating the young | () | () | () | () |
| b. Enjoys the company of my co-workers | () | () | () | () |
| c. Works energetically, cheerful and helpful | () | () | () | () |
| d. Loyal to school I am presently assigned | () | () | () | () |
| e. Willing to make decisions | () | () | () | () |
| f. Likes and respects those in authority over me | () | () | () | () |
| g. Contented with my profession | () | () | () | () |
| h. Expects to continue and retire in my profession | () | () | () | () |



- | | | | | | |
|--------------------------------------|-----|-----|-----|-----|-----|
| i. Always come on time | () | () | () | () | () |
| j. Always present in my work | () | () | () | () | () |
| k. Accept challenging tasks | () | () | () | () | () |
| l. Have great pride in my profession | () | () | () | () | () |
| m. Optimistic | () | () | () | () | () |
| n. Others, pls. specify _____ | () | () | () | () | () |



BIOGRAPHICAL SKETCH

Walter H. Fabro is the second child of Mr. Rogelio G. Fabro and Mrs. Pat H. Fabro. He was born on February 25, 1978.

He finished his elementary education at Lucban Elementary School in Baguio City, and his secondary education at Pines City National High School.

He finished his Bachelors degree at Saint Louis University, Baguio City where he took Bachelor of Elementary Education, with specialization of Computer Education.

He was employed right away after graduation at Don Bosco Elementary School. After three years of teaching in the said school he decided to apply for a permanent position in the public school.

At present he is now teaching at Bignay Elementary School in Valenzuela City. He serves as a Grade Six teacher with teaching loads in Mathematics and MSEP.

On August 2003 up to the present, he was appointed as District and School MSEP coordinator, Personnel and Faculty Officer in the same school, appointed secretary of the VEPESTA (Valenzuela East Public Elementary School Teachers Association) and a Board of Director of Bignay Elementary School Cooperative.

