



## THE MEDIATING EFFECT OF CONTEXTUAL CHARACTERISTICS ON THE RELATIONSHIP BETWEEN WORK CONDITIONS AND PERFORMANCE OF TLE TEACHERS

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### Abstract:

The main goal of this study is to determine the mediating effect of contextual characteristics on the relationship between work conditions and the performance of TLE teachers in Davao del Sur, Philippines. To determine the mediating effect of contextual characteristics, correlation design employing mediating analysis was employed in this study. Adopted survey questionnaires were given to a sample of N=167 teachers from public secondary schools in the Division of Davao del Sur. The questionnaires were validated by experts contextualizing to the local setting. Regression and Path Analysis were used to determine the mediating effect of contextual characteristics on the relationship between work conditions and the performance of TLE teachers. The findings revealed that the level of work conditions is very high, the level of performance of TLE teachers is high and there was a significant relationship between work conditions and performance of TLE teachers. This significant effect revealed partial mediation. Hence, TLE teachers' contextual characteristics partially mediate the relationship between work conditions and the performance of TLE teachers.

**Keywords:** education, contextual characteristics, work conditions, teacher performance, TLE teachers, Philippines

### 1. Introduction

Teaching is a demanding job which requires full involvement and commitment. However, the idea of teacher performance is also the reason why many educators quit their teaching careers or worst end their lives. Recent news reports left many in awe because several teachers decide to end their lives due to the demands of their job (Paton, 2007); unimaginable paper works (McDewitt, 2011; Nelz, 2018) stress, anxiety and too high expectations (Vonow, 2017). Overwhelming demands at work decrease teachers' job

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performance. Restructuring of school strategies has potential and promising effects for increasing teachers' performance (Hakanen, Bakker, & Schaufeli, 2006; Hakanen, Demerouti, & Xanthopoulou, 2007; Skaalvik & Skaalvik, 2014).

The job of a teacher includes more than just remaining before a study hall and addressing concerns. It also intends to help other learners in making associations and in this way better learning through an instructive procedure in a coordinated learning condition (Singhet al., 2016). The performance of teachers is very significant to address the needs of the students and the mandate of the Department of Education along with its vision, mission, goals and objectives. Many studies indicate that teachers have low job satisfaction due to poor working conditions such as low pay, high workload, lack of in-service training, promotion, and lack of accommodation among others. Procedures and contextual factors that create student achievement in schools as organizations are a significant concern which begins with educators. Teachers are the most significant variable in student learning (Wright, Horn, & Sanders, 1997).

Teaching has many general characteristics, but the extent to which these characteristics are present in each school changes the working environment for teachers and how they perform in a given environment. Teacher's performance means the behavior of a teacher which changes differently with the change in the surrounding environment, in such a way that when a particular task is assigned to a teacher, he/she successful takes action to carry out that task (Guenther, 2014).

The researcher has not come across research regarding the mediating effects of contextual characteristics and a significant body of research was already conducted regarding work conditions and teacher performance; however, these studies were focused mostly on teachers' efficacy especially in its relevance to students' academic engagement and on research engagement dimensions. To add, the researcher made an extensive review of studies and literature and there was no study on the contextual characteristics in mediating work conditions and performance of public secondary TLE teachers in the Division of Davao del Sur.

Thus, this study aims to determine the relationship between working conditions and teacher performance and the mediating effect of contextual characteristics on working conditions and teacher performance is the first of its kind in Davao del Sur, especially during the time of Corona Virus Disease 2019 (COVID-19) pandemic. Moreover, making this study a professional endeavour and a product of new knowledge can contribute to the respondents specifically the teachers in Davao del Sur and future researchers.

## **2. Literature Review**

### **2.1 Work Conditions**

Schools may influence teacher commitment by providing teachers with unique workplace conditions. Early proponents of charter schools argued that their principals are visionary instructional leaders, their teachers are autonomous and innovative

professionals, and their students are well behaved with better attendance records (Finn et al., 2000; Kolderie, 2004; Imberman, 2011; Malloy & Wohlstetter, 2003; Nathan, 1996). In theory, these should all contribute to higher organizational and professional commitment for teachers (Firestone & Pennell, 1993).

Research on school working conditions, however, has shown mixed results. Although teachers perceived their working conditions to be similar in many regards, school teachers reported higher levels of teacher community and more influence over school policies, but a heavier workload, than traditional school teachers (Cannata, 2007; Johnson & Landman, 2000; Malloy & Wohlstetter, 2003; Ni, 2012). While participating in important school-wide decisions about budget, personnel, schedule, curriculum, and school climate contributed to high teacher commitment, it also meant extra hours for teachers (Johnson & Landman, 2000; Malloy & Wohlstetter, 2003). Such heavy workloads might lead to job insecurity, stress, and therefore a low sense of commitment (Johnson & Landman, 2000).

In addition, because of their limited access to district-supported professional development, charter schools often develop and implement their professional development in-house by teachers, which potentially limits the types of professional development teachers are exposed to (Gross, 2011). Finally, it is possible that teacher working conditions vary among different types of charter schools. For example, district-granted charter schools generally provide more supportive working environments than do charter schools granted by State Boards of Education, postsecondary institutions, and other organizations (Ni, 2012). Moreover, schools that are converted from public schools may continue to operate much the way they did as TPSs, such that teacher working conditions are essentially unchanged (Buddin & Zimmer, 2005; Ni, 2017).

The first indicator for teacher working conditions is time. Time refers to teachers' perceptions of time. This is a point of discussion for school heads and for others. For example, the Government of Saskatchewan recently mandated a minimum number of teaching hours for each school division within the province and this meant that this particular school division had to increase the number of teaching hours within the school year, thereby increasing the number of teaching minutes within a day. This also meant that preparation time was decreased, so these perceptions may have been a result of recent change. That being said, it would be pertinent to investigate the relationship between hours of teaching, hours of preparation, and teachers' perceptions of those times available among teachers within the province of Saskatchewan (Guenther, 2014). Moreover, time significantly provides the opportunity for the teacher to manage routine activities, especially during teaching and preparation hours.

The second indicator is facilities and resources. Teachers cited that the reliability of internet connections is an obvious concern in their minds within the school division, but they also seem to be an outlier with regard to the other items. The item related to access to more traditional means of communication. Teachers who have access to reliable communications technology, including phones, faxes and email, received the highest results when it comes to facilities and resources (Guenther, 2014; US Department of

Education, 1996). In the context of Philippine education, the stability of the internet connection is also an urgent concern in every school to provide quality instruction and evaluation of students amidst the pandemic. Teachers invest in technology support just to keep in touch with the learners aside from the printed self-instructional modules since most of the students are digital natives.

The third indicator is community support and involvement. Community support and involvement include parents/guardians being influential decision makers in this school; parents/guardians supporting teachers, contributing to their success with students; and community members supporting teachers, contributing to their success with students. To add, the support of the community and involvement especially parents in every institutional activity gives vibrant support and contributes to the positive outlook of every teacher and student in school and leads to better performance.

The fourth indicator is managing student conduct which refers to one particular highlight which was the disparity between teachers' rating that students understand school expectations, and administrators enforcing those expectations. The indicator explains that school understands expectations for their conduct and school administrators should consistently enforce rules for student conduct (Guenther, 2014). Moreover, every school is dynamic in imposing rules and regulations in managing students' conduct. Through the guidance counselors or prefect of discipline, these school personnel may be designated by school administrators to maintain utmost implementation in managing both in-campus and off-campus student conduct.

The fifth indicator is teacher leadership. This means that teachers are effective leaders in this school and teachers are trusted to make sound professional decisions about instruction and the procedures for teacher evaluation are consistent. Teachers are also leaders in their own right. Teachers are not only followers of the school heads as they also lead in the classroom and as well as in the school community (Guenther, 2014). In connection to teacher leadership, every teacher executes leadership functions even if they are not school administrators. The tasks and designations being delegated by school administrators serve as an avenue to develop critical thinking skills, initiative and competence.

The sixth indicator is the teacher's perception of school leadership which implies that the school improvement team provides effective leadership at this school. As educators continue to develop school cultures which enable all learners to achieve at their highest levels, the role of the principal becomes paramount. School leadership is complex and demanding. Teachers' perceptions provide not only insights into what helps teachers to grow, but what followers want and find help from their leaders. Two broad themes emerged: talking with teachers and promoting professional development. A school principal has been characterized as the "chief learning officer" who bears ultimate responsibility for the success or failure of the enterprise, which would indicate an important role for principals in program implementation (Leech, Pate, Gibson, Green, & Smith, 2009). Moreover, in the context of our Philippine education system, the school

heads initiate the implementation by adhering to the Department of Education Vision, Mission and Goals that are being cascaded to the teachers.

The seventh indicator is teachers' perception of professional development. According to teachers who are the respondents of the study, professional development enhances teachers' abilities to help improve student learning and teachers are encouraged to reflect on their own practice. Teachers also rated that there was a need for professional development that may help improve communication and relationships between their communities and their schools (Guenther, 2014; Swanlund, 2011). Consequently, every teacher should maintain his/her competence as a teacher professional. Pursuing a higher or post-graduate degree program, engaging in research, and attending series of trainings and seminars are some of the avenues for professional development.

Furthermore, the eighth and last indicator of working conditions is teachers' perceptions of instructional practices and support. Provincial assessment data are available in time to impact instructional practices. It is unclear as to whether teachers' moderate ratings refer to whether the provincial data has been made available from the province or not, whether it is on time or not, or whether it has been on time and available but not shared with teachers. Teachers work in professional learning communities to develop and align instructional practices. Professional learning communities are an expectation in many Saskatchewan schools, but results could mean that professional learning communities (PLCs) do not exist in some schools, or they are just not being used to develop and align instructional practices. Teachers have the autonomy to make decisions about instructional delivery and teachers are encouraged to try new things to improve instruction (Guenther, 2014; Klassen, & Chiu, 2010).

Teachers reported a spread of challenges associated with engaging students in remote learning and balancing their professional and private responsibilities. Teachers were less likely to experience declines in their sense of success once they worked in schools with strong communication, targeted training, meaningful collaboration, fair expectations, and authentic recognition during the pandemic (Kraft, Simon & Lyon, 2021). The way schools, teachers work and teachers' learning is being organized in terms of time, space, resources, workload, task variation, evaluation and feedback, organizational goals and professional development policies for improving performance Louws, Meirink, van Veen, and van Driel (2017), in keeping with Admiraal, et al. (2016), teachers need time to develop, discuss and practice new knowledge. Consequently, other authors stress the importance of "*protected times*" during working hours or a "*reduction of teaching tasks*", giving teachers the chance to professionalize (Ermeling, 2010). However, spending an excessive amount of time on teacher professional development can also have a negative impact. Teachers often experience an important workload and pressure on professional development can enhance this (Telese, 2008). On the other hand, there should be "*sufficient resources*". Resources refer not only to material resources like books and money but also to social resources like prolonged coaching and ongoing support on demand (Imants & van Veen, 2010; van Veen et al., 2012).

## 2.2 Teacher Performance

Teacher job performance commonly refers to the degree to which a teacher executes a particular role or responsibility, in accordance with certain specified standards (Nayyar, 1994). Teacher's performance means the behavior of a teacher which changes differently with the change in the surrounding environment, in such a way that when a particular task is assigned to a teacher, he/she successfully takes action to carry out that task (Cheng & Tsui, 1998). Relatively, teachers' instructional performance plays a key role in students' learning and academic achievement. Moreover, there are many factors that influence the teachers' teaching performance such as aptitude, attitude, subject mastery, teaching methodology and techniques, personal characteristics, the classroom environment, general mental ability, personality, preparation and planning, effectiveness in presenting subject matters, relations with other staff, relations with parents and community, overlapping of extra-curricular activities of the school and teachers' relations with students and co-teachers (Kadtong, 2018; Panda & Mohanty, 2003).

In fact, the process of imparting education to the students is dependent on the good performance of the teacher. Therefore, many factors contribute to it. A good teacher has not only to teach in a way that he/she can satisfy the class with his prominent teaching style, moreover he/she has to manage time and other duties assigned to him/her apart from teaching, like managing ethics and discipline in class, motivating students, ensuring students' interaction, and maintaining a proper link with the parents of students and administration of educational institution (Hanif, 2010).

Teachers' performance can be broadly divided into three major categories: task performance, contextual performance, and adaptive performance (Bakker & Bal, 2010; Cai & Lin, 2006; Carson, 2006; Min, 2007). Task performance means a set of behaviors by which an employee recognizes and comprehends that the organizational goals have been highlighted and explored (Cai & Lin, 2006). Task performance is actually the technical behavior and activities involved in the employee's job (Griffin, Neal, & Neale, 2000). Here the employee's proficiency with which he/she can perform technical activities is actually tested (Borman & Brush, 1993). From a teaching perspective, task performance means a set of regulated job behaviors, which a teacher can do. The teachers' task performance consists of teaching effectiveness, teacher-student interaction, and teaching value (Cai & Lin, 2006).

The first indicator is personal abilities which refers to teaching-learning process are the most important among the rest of the criteria for evaluating teachers' performance, the administrative skills, responsibilities & punctuality factors, compensation & rewards factors, and job security & environment factors showed nearly similar importance (Amin & Khan, 2009). Every teacher has diverse perceptions of personal abilities in the academic field in such a way that they make the best of their abilities in the workplace to improve their teaching performance.

The second indicator is a teaching-learning process which refers to proficiency in teaching such as training and practices in teaching, personal interest in teaching, presentation and communication skills and preparation (Amin & Khan, 2009).

The third indicator is responsibility and punctuality which implies punctuality, checking assignments on time, and motivating students. Teachers who show up ready and on time demonstrate that they take themselves and their responsibilities seriously. If teachers slack off in showing up on time, they will have dissatisfied students, will get minimal pay raises, and will not get any consideration for a promotion (Amin & Khan, 2009).

The fourth indicator is administrative skills to measure leadership, behavior, and judgment. There are hundreds of educational administration jobs available in the United States, Canada, and internationally. They include jobs for coordinators, vice-principals, principals, and heads of schools, business administrators, educational administrators, assistant superintendents. Teachers will have more opportunities to grow when they have administrative skills (Amin & Khan, 2009).

Followed by the fifth indicator which is supervision for controlling students and supervision of activities. Good classroom management is an advantage for teachers. Classroom management is still a thorny issue for teachers. Nearly half of new teachers report that they feel “not at all prepared” or “only somewhat prepared” to handle disruptive students, in part because the average teacher training program devotes just eight hours to the topic, according to a 2014 report from the National Council on Teacher Quality. This lack of training comes with a cost, as teachers report losing 144 minutes of instructional time on average to behavioral disruptions every week, which comes out to roughly three weeks over the course of a year (Terada, 2019).

The sixth indicator is professional ethics which refers to a teacher’s temperament, manners and interaction with students and colleagues. Teachers help students learn the academic basics, but they also teach valuable life lessons by setting a positive example. As role models, teachers must follow a professional code of ethics. This ensures that students receive a fair, honest and uncompromising education. A professional code of ethics outlines teachers' main responsibilities to their students and defines their role in students' lives. Above all, teachers must demonstrate integrity, impartiality and ethical behavior in the classroom and in their conduct with parents and co-workers (Guyana Ministry of Education, 2020).

The seventh indicator of teacher performance is research orientation for academic class standing, research potential and participation in organization, workshops, seminars, and conferences. Research is inevitable today and teachers need to develop and learn the ways of research through seminars and workshops. In higher education institutions, research serves as the basis for promotion. Teachers who know how to research understand how research contributes to understanding the pedagogy of teaching, learners, and the school community (Amin & Khan, 2009).

The eighth indicator of teacher performance is publications. Publications refer to national, foreign, and joint research publications. The need to learn the importance of publication is a need for teachers. Teachers not only educate students but as well as to improve their research and publications to share first-hand experience and insights that would make a difference in the field of education (Amin & Khan, 2009).

The ninth indicator is awards and achievements for recognition, national and international awards received by teachers. Because of the competitiveness in contemporary education, teachers are encouraged to excel in school and even outside the school. Participation in competitions and earning awards and recognitions means teachers are not only bound inside the four walls of the classroom and they can as well achieve and receive more (Amin & Khan, 2009).

The tenth indicator is compensation and rewards for personal growth and advancement, equitable salary and salary that reflects the standard of living. There are many factors that go into how much a teacher makes as a teacher, with one of the most basic factors being the geographical location in which you teach. As shown in NCES' table of teacher salaries by locale, teachers in urban areas often make more than those in rural areas. Both areas are considered high-needs schools, meaning they have a great demand for teachers. However, the cost of living in the cities is much higher, and to attract teachers, schools need to pay a salary that will compare with the cost of living. Teachers with master's degrees are eligible for more promotions, and many schools offer compensation for advanced degrees. Pay may also vary depending on the grade level you teach (Gilpin, 2012).

The eleventh indicator is promotion factors to measure if there is a presence of policy for promotion and if there is a provision of priority of seniority in the promotion decision. Promotion can therefore be regarded as the passage to a higher rank. In management, promotion is one of the reinforcers of the rewards system to help motivate employees. Other rewards include pay, recognition, desirable work assignments, autonomy and participation. From a motivation perspective, if rewards are allocated only on non-performance factors, such as seniority, job title, or across-the-board pay raises, employees are likely to reduce their efforts. In a hierarchy using promotion solely as a reward for good performance, people tend to rise to their level of competence because good performance in one job is no guarantee of good performance in another (Robbins & Coulter, 2002).

The twelfth indicator is job security and environmental factors that include work environment, secure job policy and teamwork. The source of motivation and job satisfaction is not only a job and its related payment scale but also created from the working conditions, supervision style, interpersonal relationship, and organizational culture (Aggarwal, 2005). The working conditions refer to the environment in which one works. It covers a variety of issues such as workload, culture, structures, community relations, school operating procedures, teachers' salaries, physical and social infrastructure such as roads, water, electricity and hospitals (Leithwood, 2006).

The thirteenth indicator of teacher performance is organization evaluation policy such as the presence of operation performance evaluation and feedback of performance evaluation results. Policies in organization help the teachers become more engaged and productive or otherwise. Studies have shown that policies and assessments of employees determine retention and commitment to the organization (Shonje, 2016).



The fourteenth indicator of teacher performance is needs and requirements such as psychological needs, safety needs, belongingness, and esteem needs. Meeting the needs of the teachers can determine their job satisfaction. The necessary and basic needs such as salary are a few of the many needs that must be addressed by the organization. Interpersonal support such as psychological and emotional needs was found out to be necessary for increasing teacher performance, engagement and satisfaction (Shonje, 2016).

Lastly, the fifteenth indicator is the background factors of teachers to assess their demographic and personal profiles (Hildebrandt & Eom, 2011). Teachers come from diverse factors with diverse values and skills. The workforce diversity of a school community contributes to its growth as an institution especially if the school leader is aware and sensible of the workforce diversity of the school.

In this study, teacher performance shows the flexibility of the teachers to carry out learning in schools in accordance with the method standards set so as to realize the standard of educational outcomes in schools. A teacher that must be admired and imitated, who has charisma or authority so it has to be followed or imitated. (Rostini, et al., 2022). A teacher is the person who conducts classes and sets the standard of learning (Uno, 2008). Learning quality is effective learning which in essence is being expounded to the flexibility of teachers in the learning process within the classroom. The training process meted out by the teacher will greatly determine the standard of learning outcomes that may be obtained by students. The standard of learning is essentially associated with the standard of the method and therefore the quality of learning outcomes (Hadis & Nurhayati, 2010).

### **2.3 Contextual Characteristics**

Teachers should remember contextual characteristics of the school and homeroom condition. Relevant variables from the study hall condition incorporate the elements of the physical space, its design, and the accessible hardware. Relevant making arrangements for another, school assembly that is furnished with the most recent innovation will appear to be extremely unique from anticipating a more established school with divider and restricted supplies. Relevant arranging is about expectation. Instructors ought to think about the necessities of their students, their accessible space and supplies when arranging any exercise. Neglecting to envision students' needs will improve the probability of disciplinary issues (Daly & Dee, 2006).

Contextual characteristics are generally defined as the dimensions of the work environment that potentially influence an employee's creativity. These are different from individual characteristics. As a result, characteristics like organizational structures, job complexity, work setting, organizational culture, and relationships with other employees and supervisors would all be considered contextual characteristics suggested five structural variables for identifying the faculty work environment in higher education as autonomy, communication openness, distributive justice, role conflict, and workload. Job satisfaction and organizational commitment were mentioned as psychological variables

and kinship responsibility and available job opportunities as environmental variables. In this study, it is argued that creativity can be better understood when considering the contextual characteristics in a work environment from both entity and collectivist perspectives (Shalley et al., 2010).

Teaching practice as a learning situation lays emphasis on experience. The constructivist theory postulates that learning takes place in contexts and that the learners form or construct much of what they learn and understand as a function of their experiences in situations (Schunk, 2012). The process of knowledge construction through the experience of the practicum (teaching practice) is possible within a learning environment that provides a range of opportunities to learn by doing, in a setting relatively low in risk and with access to coaches who initiate the student teachers into the profession. The student teachers, therefore, learn from the exposure in the teaching practice schools. Since student teachers are posted to different schools in varied contexts, the paper examines the factors taken into consideration when posting, supervising, assessing and grading the student teachers during teaching practice (Olalere, 2013).

As a learning experience, school contextual characteristics need to be among the most important criteria in selecting schools that would be involved in Teaching Practice (Tabot, 2014) as well as classrooms whose teachers have demonstrated expertise rather than being chosen for convenience (Darling-Hammond, 1999; Tabot, 2014). This is because pre-service teachers have more frequent contact with the supporting teachers than the university supervisors and have been noted to emulate their cooperating teachers by the end of teaching practice (Martin, 1997; Al Barwani, 1997). Moreover, the relationship between the cooperating teacher and student teachers is influenced by shaping forces exerted by the ecological system of the classroom and the school (Al Barwani, 1997; Olalere, 2013).

Furthermore, contextual characteristics are generally defined as the dimensions of the work environment that potentially influence an employee's creativity. As a result, characteristics like organizational structures, job complexity, work setting, organizational culture, and relationships with other employees and supervisors would all be considered contextual characteristics. Daly and Dee (2006) suggested five structural variables for identifying the faculty work environment in higher education as autonomy, communication openness, distributive justice, role conflict, and workload. Job satisfaction and organizational commitment were mentioned as psychological variables and kinship responsibility and available job opportunities as environmental variables. In this study, it is argued that creativity can be better understood when considering the contextual characteristics in a work environment from both entity and collectivist perspectives (Shalley et al., 2010).

Job complexity refers to the design of a task and how the level of complexity of a task enhances creativity among faculty. How complex a job is influencing the level of motivation and excitement that should influence creativity (West & Farr, 1990). There is a correlation between employees' self-report of job complexity and the number of ideas they were able to submit for a program. Research has revealed that supervisors that are

supportive and non-judgmental enhance motivation and creativity. Supervisors who encourage and support employees stimulate creative ideas, whereas less supportive and controlling supervisors result in low employee creativity. In higher education, the level of support that faculty members receive, especially regarding new faculty members working towards tenure, influences the level of their creativity. The importance of mentoring cannot, therefore, be overemphasized. Support and collaboration with other employees: Just as support from supervisors and mentors can be instrumental in enhancing creativity, support and collaboration with other employees can likewise foster creativity (Olalere, 2013).

Research on the supporting role of employees has, however, revealed mixed findings. Employees were more creative when members of their team played supportive roles. On contextual characteristics related to time, researchers described time pressure on creativity as important for an open-ended task. Faculty time expenditures have various implications for retention, promotion, peer recognition, productivity, and productivity (Bella & Toutkoushian, 1999). There has been conflicting evidence about the importance of time on creativity. Some research has argued that when there is a time constraint, they are motivated toward high performance (DeBono, 1992) while others have asserted that shortness of time hinders improved productivity (George, 2007).

A 1999 national survey reported that 86% and 80% of the faculty participants claim time pressure and lack of personal time, respectively, were considered a source of stress. The average faculty working time is 52.5 hours weekly. These findings clearly contradict recent legislature attacks on faculty use of their time and demanding accountability of faculty time. Evaluation: A number of researchers have looked at the effects of evaluations and their impact on worker creativity (Zhou & Shalley, 2003). Some other studies focused on the role of nonjudgmental evaluation on employee creativity (Olalere, 2013).

#### **2.4 Correlation between Measures**

This subsection presents the correlation of the variables to explain the correlation and importance of its linkages. In work performance, although age, gender, experience, observation time, and interpersonal affect have been considered in many studies, no research has been devoted to the potential effects of job characteristics and working conditions on task and contextual performance. Some jobs in the workshops of mechanical processing, machining, and maintenance are high-level jobs of complexity. Job type, job level, and job context create different influences on job performance. Some jobs are required high-level skill and responsibility to perform tasks successfully. It is plausible that those employees who carry out these jobs should undertake a higher level of job performance to fulfil the job responsibilities satisfactorily (Sonnetag & Frese, 2005).

An increase in the level of physical effort was accompanied by an increase in energy expenditure. Most of the energy consumption generally is converted to the waste activities such as the static effort to other awkward postures, or to inefficient equipment

or method. These waste activities cause decreased productivity. In performance evaluation literature, many systematic studies have been devoted to the potential effects of some variables such as age, gender, experience, observation time, interpersonal affect, rating format (Yun et al., 2005), workplace deviant behaviors (Dunlop & Lee, 2004), and organizational politics (Witt et al., 2002; Miron et al., 2004) on job performance.

In the study conducted by Schmidt et al. (1986) concluded that job experience leads to the acquisition of skills, techniques, methods, psychomotor habits, etc., that directly produce improvements in performance capabilities. In Borman and Motowidlo (1995) study, it was highlighted that experience was significantly correlated with task performance and contextual performance. In contrast, findings for task performance and for contextual performance did not support the expected result. These variations indicate that the relative importance of experience may depend on the complexity of the job family. It may be that, for jobs of greater complexity, an increase in job experience results in higher job knowledge and task performance. The opposite may be true for jobs of lower complexity (Fried & Ferris, 1987; Sonnentag & Frese, 2005).

Contextual or extra-role performance is defined as discretionary behaviors on the part of an employee that are believed to directly promote the effective functioning of an organization without necessarily directly influencing an employee's productivity. Contextual activities, however, are common to many (or all) jobs and are less role-prescribed. They support the organizational, social and psychological environment in which task performance occurs (Podsakoff, Ahearne, & MacKenzie, 2000).

Behaviors such as volunteering, helping, persisting and so on are probably better predicted by volitional variables related to individual differences in motivational characteristics and predisposition or person-organization fit. Studies conducted by different researchers show that problems faced by employees in the hotel industry are insufficient wages, job insecurity, lack of new opportunities, business managers being deprived of managerial qualifications and high job transfer speed (Cheng & Brown, 1998; Horng et al., 2016).

To overcome these problems, different factors that affect the job performance of hotel employees such as job characteristics, work environment, individual factors, esteem, and leadership, among others were identified (Bakker et al., 2012; Chughtai & Buckley, 2010; Dodd et al., 2015). Previous research studies suggest that among all the various factors affecting the job performance of employees, widely contributing factors are demographic variables, organizational variables, employee engagement and organizational culture (Carrell & Elbert, 1974; Konya et al., 2016; Marcus & Gopinath, 2017).

To sum up, the independent variable of this study is the working condition of teachers (Guenther, 2014) with indicators namely: time; facilities and resources, community support and involvement, managing student content, teacher leadership, school leadership, professional development and instructional practices and support.

The dependent variable of this study is teacher performance with indicators include: personal abilities; teaching-learning process, responsibility and punctuality,

administrative skills, supervision, professional ethics, research orientation, publication, awards and achievements, compensation and rewards, promotion factors, job security and environmental factors, organization evaluation policy, needs and requirements and background factors (Amin & Khan, 2009). The mediating variable is contextual characteristics.

### **3. Material and Methods**

This study employed a non-experimental design utilizing the descriptive correlation technique of research which is designed to gather data, ideas, facts, and information related to the study. It will also investigate the relationship between three variables-working conditions, teachers' performance, and contextual characteristics.

Intervening or mediating variables stand between the independent and dependent variables, and they mediate the effects of the independent variable on the dependent variable. The mediating variable, the organization of the study, stands between the independent and dependent variables in the probable causal link. Moderating variables are independent variables that affect the direction and/or the strength of the relationship between independent and dependent variables. These moderating variables are new variables constructed by a researcher by taking one variable and multiplying it by another to determine the joint impact of both on the dependent variable (Creswell, 2014).

In general, the mediation model examines the relationship between the dependent variable and the independent variable, the relationship between the independent variable and the mediator variable and the relationship between the dependent variable and the mediator variable (Creswell, 2014). The interest of the study is to investigate the relationship between teacher performance and work conditions, the relationship between work conditions and contextual characteristics and the relationship between teacher performance and contextual characteristics.

This study was conducted in public secondary schools of the Division of Davao del Sur. Davao del Sur is in the South-eastern part of Mindanao. It is situated between Davao del Norte in the northern part; Davao Occidental in the southern part; the Davao Gulf in the eastern part and North Cotabato in the western part. The respondents of the study were the TLE public secondary school teachers in the Division of Davao del Sur. This study used universal sampling. A total of 167 teachers were included in the study from thirty-four (34) public secondary schools of the division of Davao del Sur. The study did not include the school heads and non-teaching staff. This study was conducted from October to March of School Year 2021-2022.

The research instrument used by the researcher in gathering data has three parts. The first part of the questionnaire dealt with the working conditions of teachers by Guenther (2014) and focus on the following indicators: time; facilities and resources, community support and involvement, managing student content, teacher leadership, school leadership, professional development and instructional practices and support. The second part of the questionnaire focused on teachers' performance by Amin and

Khan (2009) with the following indicators: personal abilities; teaching-learning process, responsibility and punctuality, administrative skills, supervision, professional ethics, research orientation, publication, awards and achievements, compensation and rewards, promotion factors, job security and environment factors, organization evaluation policy, needs and requirements and background factors.

The third part dealt with contextual characteristics. An adopted questionnaire was taken from the study of Olalere, (2013). The questionnaires were adopted and downloaded from the internet and were revised to suit the setting of the conduct of the study. The questionnaires were submitted to the research adviser for comments and suggestions. Upon approval, the instruments were validated by the experts. This was conducted on 30 respondents with a Cronbach's alpha reliability test result for the three scales; work condition- 0.968; teacher performance- 0.968; and contextual characteristics – 0.934. The results signify an excellent interpretation of its internal consistency. The overall rating of the survey instrument is 4.31 which gives a descriptive rating of very good.

The following were the steps taken in gathering the data for the study. In a request for permission to conduct the study, the researcher wrote a letter to the Schools Division Superintendent (SDS) thru the Education Program Supervisor (EPS) of TLE/EPP of the Division of Davao del Sur to conduct a study in all public secondary schools within the Division of Davao del Sur. After the approval of the permit to conduct a study, the researcher also attached an endorsement letter from the Schools Division Superintendent to request the conduct of the study among all TLE public secondary school teachers through their school heads.

The researcher gathered the data after getting approval from the schools' division superintendent. The researcher coordinated with the school principal and TLE coordinator of the secondary school and they were provided with an electronic form of the questionnaire to be disseminated to the TLE teachers. After retrieving the responses from the participants, the researcher submitted all the data to the statistician for data treatment which will then be analyzed and interpreted based on the results. The researcher's thesis adviser also served as a secondary author for her constant supervision and guidance during and after the conduct of this study.

For a more comprehensive interpretation and analysis of the data, the mean was used to describe the level of contextual characteristics, working conditions and teacher performance. Meanwhile, Pearson  $r$  was used to determine the significance of the relationship between working condition and contextual characteristics, contextual characteristics and teacher performance, and working condition and teacher performance, and regression were used to determine the coefficient as input to the med graph. Moreover, the med graph using Sobel  $z$ -test was used to prove the mediation and strengthen the results.

#### 4. Results and Discussion

The outputs of the sets of data are presented in this segment and are based on the objectives of this research. First, the level of working conditions among TLE teachers; second, the level of performance among TLE teachers; third, the level of contextual characteristics among TLE teachers; fourth, the correlation between working conditions and performance of teachers, the correlation between working conditions and contextual characteristics of teachers, the correlation between contextual characteristics and performance of teachers; lastly, the significance of the mediating effect of contextual characteristics on the relationship between working conditions of school heads and performance of TLE teachers.

The standard deviation in the three descriptive tables, Table 1, Table 2 and Table 3 ranged from 0.52 to 0.55 which is less than 1.0 as the typical standard deviation for a 5-point Likert Scale. This means that the ratings in the accomplished questionnaires were close to the mean, indicating consistency of responses among the respondents (Baron & Kenny, 1986).

The data on the level of working conditions of TLE teachers is reflected in Table 1. The table reveals that an overall mean score of 4.21, is described as *very high*. The very high level was attributed to the very high rating given by the respondents in most of the indicators.

**Table 1:** Perceived level of working conditions among TLE teachers

| Indicators                          | Mean | SD   | Descriptive Level |
|-------------------------------------|------|------|-------------------|
| Time                                | 3.87 | .640 | high              |
| Facilities and resources            | 4.07 | .660 | high              |
| Community support and involvement   | 4.24 | .706 | very high         |
| Managing student content            | 4.29 | .667 | very high         |
| Teacher leadership                  | 4.37 | .630 | very high         |
| School leadership                   | 4.31 | .670 | very high         |
| Professional development            | 4.27 | .695 | very high         |
| Instructional practices and support | 4.26 | .642 | very high         |
| Overall                             | 4.21 | .529 | very high         |

This implies that working conditions of TLE teachers is always observed in items of *teacher leadership* with a mean score of 4.37 or very high as the highest, *school leadership* with a mean score of 4.31 or very high, *managing student content* with a mean score of 4.29 or very high, *professional development* with a mean score of 4.27 or very high, *instructional practices and support* with a mean score of 4.26 or very high, *community support and involvement*, with a mean score of 4.24 or very high, *facilities and resources* with a mean score of 4.07 or high and *time* with a mean score of 3.87 or high as the lowest mean.

Data indicates that the TLE teacher respondents in public secondary schools of Davao del Sur perceived a very high level of working conditions based on the different indicators. This implies that the respondents perceived very high working conditions.

The overall mean was the result gathered from the computed responses of the respondents and presented according to their mean values.

Presented in Table 2 are the data on the level of performance of public secondary TLE teachers in Davao del Sur which accumulated an overall mean of 3.93 or a high rating. The high level resulted in the high rating given by the respondents in the indicators.

**Table 2:** Perceived level of performance of TLE teachers

| Indicator                        | Mean        | SD          | Descriptive Level |
|----------------------------------|-------------|-------------|-------------------|
| Personal abilities               | 4.45        | .494        | very high         |
| Teaching-learning process        | 4.45        | .501        | very high         |
| Responsibility and punctuality   | 4.45        | .526        | very high         |
| Administrative skills            | 4.26        | .562        | very high         |
| Supervision                      | 4.38        | .626        | very high         |
| Professional ethics              | 4.40        | .646        | very high         |
| Research orientation             | 3.73        | .800        | high              |
| Publications                     | 2.63        | 1.330       | moderate          |
| Awards and achievements          | 2.74        | 1.224       | moderate          |
| Compensation and awards          | 3.70        | .843        | high              |
| Promotion factors                | 3.59        | 1.023       | high              |
| Job security/environment factors | 4.37        | .621        | very high         |
| Organization evaluation policy   | 4.04        | .732        | high              |
| Needs and requirements           | 4.01        | .885        | high              |
| Background factors               | 3.79        | .851        | high              |
| <b>Overall</b>                   | <b>3.93</b> | <b>.522</b> | <b>high</b>       |

The respondents' responses to performance were always observed in terms of *personal abilities, teaching-learning process, responsibility and punctuality, administrative skills, supervision, professional ethics, and job security and environment factors*. The mentioned overall mean was gathered from the computed mean scores of all indicators of the performance of TLE teachers. Responses are presented from highest to lowest according to their mean value. The highest among these indicators are *personal abilities, teaching-learning process, responsibility and punctuality* with a mean score of 4.45 or very high.

Data indicates that the teacher respondents in all schools of Davao del Sur have a high level of performance. This implies that the respondents are showing high performance in their work. The overall mean was the result gathered from the computed responses of the respondents presented from highest to lowest, according to their mean values. This is in resonance with the studies of Kadlong (2018) and Panda and Mohanty (2003) stating that there are many factors that influence the teachers' teaching performance such as aptitude, attitude, subject mastery, teaching methodology and techniques, personal characteristics, the classroom environment, general mental ability, personality, preparation and planning, effectiveness in presenting subject matters, relations with other staff, relations with parents and community, overlapping of extra-curricular activities of the school and teachers' relations with students and co-teachers.



In fact, the process of imparting education to the students is dependent on the good performance of the teacher. Therefore, many factors contribute to it. A good teacher has not only to teach in a way that he/she can satisfy the class with his prominent teaching style, moreover he/she has to manage time and other duties assigned to him/her apart from teaching, like managing ethics and discipline in class, motivating students, ensuring students' interaction, and maintaining a proper link with the parents of students and administration of educational institution (Hanif, 2010).

Shown in Table 3 is the mean score for the items of *contextual characteristics* of TLE teachers with an overall mean of 3.84 described as high. The high rating was attributed to the high rating given by the respondents in most of the items. This implies that the respondents' responses to the contextual characteristics were oftentimes observed. The overall mean was the result gathered from the computed responses of the respondents.

**Table 3:** Extent of contextual characteristics among TLE teachers

| Contextual Characteristics | Mean | SD    | Descriptive Level |
|----------------------------|------|-------|-------------------|
| Overall                    | 3.84 | 0.652 | high              |

Presented in Table 4 are the results of the relationship between the correlation matrix of the variables. By doing a thorough analysis, it could be gleaned that the working conditions and performance of TLE teachers revealed a computed r-value of 0.597 with a p-value of 0.000 which is significant at a 0.05 level.

Contextual Characteristics of TLE teachers were found high and this means that their contextual characteristics are oftentimes observed. Contextual characteristics are generally defined as the dimensions of the work environment that potentially influence an employee's creativity. These are different from individual characteristics. As a result, characteristics like organizational structures, job complexity, work setting, organizational culture, and relationships with other employees and supervisors would all be considered contextual characteristics suggested five structural variables for identifying the faculty work environment in higher education as autonomy, communication openness, distributive justice, role conflict, and workload. Job satisfaction and organizational commitment were mentioned as psychological variables and kinship responsibility and available job opportunities as environmental variables. In this study, it is argued that creativity can be better understood when considering the contextual characteristics in a work environment from both entity and collectivist perspectives (Shalley et al., 2010).

This implies that the higher the working conditions of TLE teachers, the higher also are their performance. Thus, the null hypothesis of no significant relationship between working conditions and the performance of TLE teachers was rejected.

**Table 4:** Correlation matrix of the variables

| Pair      | Variables   | $r_{xy}$ | p-value | Decision on Ho |
|-----------|---|----------|---------|----------------|
| IV and DV | Working conditions and performance                | 0.597    | <0.000  | Rejected       |
| IV and MV | Working conditions and contextual characteristics | 0.466    | <0.000  | Rejected       |
| MV and DV | Contextual characteristics and performance        | 0.574    | <0.000  | Rejected       |

As evident in the table, when working conditions are correlated with contextual characteristics it got a coefficient of correlation of 0.466 with a p-value of 0.000 or significant. Thus, the null hypothesis of no significant relationship between working conditions and contextual characteristics of TLE teachers was rejected.

Moreover, the correlation test between contextual characteristics and performance got an overall coefficient of 0.574 with a p-value of 0.000 which is significant, and the null hypothesis that there is no significant relationship between contextual characteristics and performance was rejected. All p-values indicate that the correlation between variables yields significant and the null hypotheses that there are no significant relationships between the variables were rejected.

This affirmed to the declaration of the following authors on the significance of working conditions to performance and contextual characteristics: Sonnentag and Frese (2005) explained that work performance, although age, gender, experience, observation time, and interpersonal affect have been considered in many studies, no research has been devoted to the potential effects of job characteristics and working conditions on task and contextual performance. Some jobs in the workshops of mechanical processing, machining, and maintenance are high-level jobs of complexity. Job type, job level, and job context create different influences on job performance. Some jobs are required high-level skill and responsibility to perform tasks successfully. It is plausible that those employees who carry out these jobs should undertake a higher level of job performance to fulfil the job responsibilities satisfactorily.

Displayed in Table 5 are the results of the relationship between working conditions and TLE teachers' performance as mediated by contextual characteristics. The Independent Variable (IV) is Working Conditions, the Dependent Variable (DV) is Performance of TLE teachers (JS), and the Mediating Variable (MV) Contextual Characteristics. There were four steps involved in the path analysis. The first path showed the mediating effect of Working Conditions and Teacher Performance, the second path showed the mediating effect of Working Conditions and Contextual Characteristics and the third path showed the mediating effect of Contextual Characteristics and Performance of TLE teachers.

**Table 5:** Regression analysis showing the influence of overall working conditions in TLE teachers' performance as mediated by their contextual characteristics

| Step   | Path | B     | S.E.  | $\beta$ |
|--------|------|-------|-------|---------|
| Step 1 | c    | 0.589 | 0.062 | 0.597*  |
| Step 2 | a    | 0.574 | 0.085 | 0.466*  |
| Step 3 | b    | 0.303 | 0.052 | 0.378*  |
| Step 4 | c'   | 0.415 | 0.063 | 0.421*  |

\*  $p < 0.05$

As evident in the table, the overall working conditions in TLE teachers' performance as mediated by contextual characteristics is significant. The aim of this study was to contribute to the literature regarding potential indirect, mediating variable for the

relationship between working conditions and teacher performance with contextual characteristics investigated as a potential mediating construct to explain the manner in which working conditions affect job satisfaction. While full mediation was not found in this study, significant and important direct effects were shown that may be of help in the enhancement of the existing researches (Tsai et al., 2007; Spears, 2005) on working conditions and teacher performance. Importantly, the studies of these authors on the relationship between working conditions and teacher performance find relevance to the study of Bakker et al. (2012) on the different factors that affect the job performance of hotel employees such as job characteristics, work environment, individual factors, esteem, and leadership, among others were identified. Previous research studies suggest that among all the various factors affecting the job performance of employees, widely contributing factors are demographic variables, organizational variables, employee engagement and organizational culture (Konya et al., 2016; Marcus & Gopinath, 2017).

The mediation analysis involved the path between working conditions and teacher performance and the path between contextual characteristics and teacher performance. The findings confirmed the significant relationship between working conditions and contextual characteristics, leading to support to one of the framework accounts of this study of Motowidlo and Van Scotter (1993) which on the most basic level distinguished between task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct and indirect. Contextual performance refers to activities which do not contribute to the technical core but support the organizational, social, and psychological environment in which organizational goals are pursued.

Borman and Motowidlo (1993) added that contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures. Three basic assumptions are associated with the differentiation between task and contextual performance.

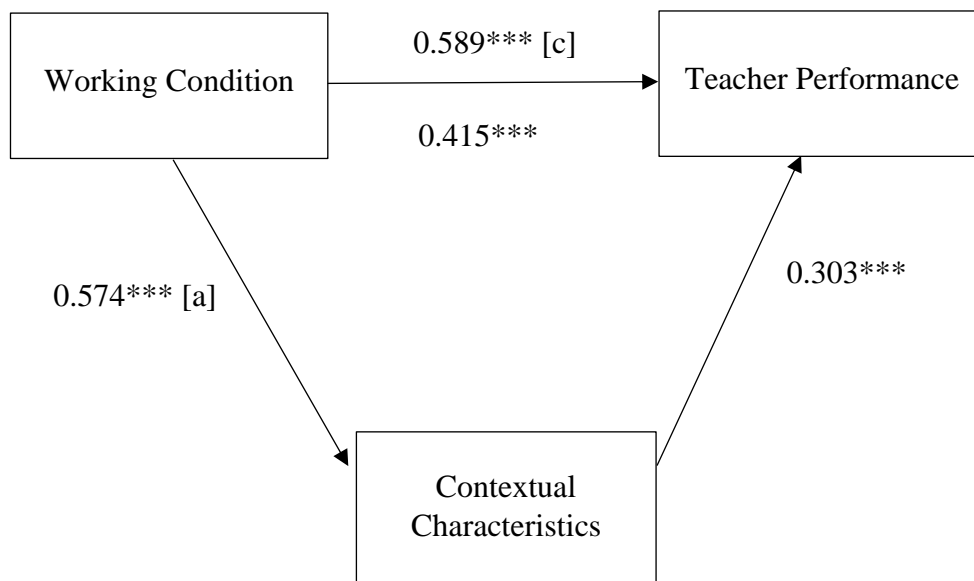
Using Path Analysis, results show that paths Working Conditions to Performance; Working Conditions to Contextual Characteristics; Contextual Characteristics to Performance are significant with sign unchanged, hence, Contextual Characteristics partially mediates the relationship between Working Conditions and Performance of TLE teachers. Further, figure 3 shows that for every unit increase in Contextual Characteristics there is a corresponding 29.492 increase.

#### 4.1 Mediation Analysis

**Table 6:** Results of statistical analysis on presence (or absence) of mediating effect

| Combination of Variables  | Sobel z  | p-value | Mediation            |
|---|----------|---------|----------------------|
| working conditions →<br>contextual characteristics →<br>TLE teachers' performance | 4.434669 | <0.001  | Partial<br>mediation |

\*  $p < 0.0$



**Figure 3:** Medgraph showing the variables of the study

Sobel  $z$  4.434669,  $p < 0.01^{**}$

Percentage of the total effect that is mediated 29.492057%

Ratio of the indirect to direct effect 0.418280

### Effect Size Measures

Unstandardized Coefficients

Total: .589

Direct: .415

Indirect: .574

Ratio Index: .975

The aim of this study was to contribute to the literature regarding potential indirect, mediating variable for the relationship between working conditions and teacher performance with contextual characteristics investigated as a potential mediating construct to explain the manner in which working conditions affect job satisfaction. While full mediation was not found in this study, significant and important direct effects were shown that may be of help in the enhancement of the existing researches (Tsai et al., 2007; Spears, 2005) on working conditions and teacher performance. Importantly, the studies of these authors on the relationship between working conditions and teacher performance find relevance to the study of Bakker et al. (2012) on the different factors that affect the job performance of hotel employees such as job characteristics, work environment, individual factors, esteem, and leadership, among others were identified. Previous research studies suggest that among all the various factors affecting the job performance of employees, widely contributing factors are demographic variables,

organizational variables, employee engagement and organizational culture (Konya et al., 2016; Marcus & Gopinath, 2017).

The mediation analysis involved the path between working conditions and teacher performance and the path between contextual characteristics and teacher performance. The findings confirmed the significant relationship between working conditions and contextual characteristics, leading to support to one of the framework accounts of this study of Motowidlo and Van Scotter (1993) which on the most basic level distinguished between task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct and indirect. Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued.

Borman and Motowidlo (1993) added that contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures. Three basic assumptions are associated with the differentiation between task and contextual performance.

## **5. Recommendations**

In light of the foregoing findings and conclusions, the following recommendations are offered:

In working conditions, it was found out in this study that time had the lowest rating which implies that TLE teachers had little time. Faculty time expenditures have various implications for retention, promotion, peer recognition, productivity, and productivity (Bella & Toutkoushian, 1999). There has been conflicting evidence about the importance of time on creativity. Some research has argued that when there is a time constraint, they are motivated toward high performance (DeBono, 1992) while others have asserted that shortness of time hinders improved productivity (George, 2007).

Working conditions, performance and contextual characteristics are continuously being studied by academicians and researchers alike. To promote quality education, teachers are encouraged to be dynamic and abreast with the leadership training and skills provided by the state as well as they are also inspired to invest in their personal growth and professional development. Aside from training and seminars, in-house school evaluation and assessment of performance may also be done in public schools to provide a space for teachers to grow.

School heads need also to intensify their awareness of what is going on and anticipate precautionary measures regarding the working conditions and performance of their teachers. Improving these qualities of teachers will boost their performance since they can feel appreciated and valued by their organization. In addition, since the independent variable used in this study was found to have a significant influence on the

dependent variable, it is therefore also recommended that further research may be conducted on topics relating to school heads' working conditions and the performance of TLE teachers by exploring other variables not included in this study.

Future researchers may design their own questionnaire following a standard procedure so that it could become another basis for measuring working conditions and performance among employees not only in the public sector but also in the private sector and extend even to small schools. In this way, working conditions may be improved and performance is increased. Literatures have cited that workload, supervision and salary, can contribute to teachers' performance and contextual characteristics.

## 6. Conclusion

The public secondary TLE teachers of Davao del Sur have a very high level of working conditions and high levels of performance and contextual characteristics which implies that their organizations have conducive work environments for professional growth and development; they also have high levels of performance and contextual characteristics. The results clearly signify a relationship between each variable that TLE teachers are supported with adequate time, facilities and resources, community support, good leadership and instructional practices which resulted in high levels of teacher performance that were rated based on personal abilities, teaching-learning process, supervision, and promotion factors.

The study also found out that TLE teachers of Davao del Sur demonstrated a high level of contextual characteristics which suggests that teachers have a high rating for their work environment that potentially influence their creativity. As a result, characteristics like organizational structures, job complexity, work setting, organizational culture, and relationships with other employees and supervisors would all be considered contextual characteristics suggested five structural variables for identifying the faculty work environment in higher education as autonomy, communication openness, distributive justice, role conflict, and workload.

Lastly, the findings of this study affirmed the theory upon which this study was built upon. This affirmed Motowidlo and Van Scotter's (1993) concept of contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct and indirect. Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Additionally, the study also affirmed the proposition of Organ (1988) who developed a number of contextual performance concepts. Thus, contextual performance is not a single set of uniform behaviors, but is in itself a multidimensional concept (Van Dyne & LePine, 1998).

### Acknowledgements

We would like to thank the Department of Education, specifically the Division of Davao del Sur, for granting the request for data collection.

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