

CHAPTER II

Theoretical Framework

This chapter presents the relevant theory, related literature and studies, conceptual framework, the hypothesis of the study and definition of terms.

Relevant Theories

There are many literature and research outputs on the theoretical orientations of teachers morale and job satisfaction but not too many deal with working behaviors of teachers in general.

There is a myriad of factors that can affect the working behavior of teachers. Such factors can either be external or internal. External because the environment plays a great role in getting the best or the worst from a teacher and internal because although a working environment is considerably helpful in making him perform his best, there maybe things within the teacher that hinder him from doing so. This study relates working behavior of teachers to the following theories:

Maslow's Hierarchy

Maslow, a Humanistic Psychologist, believed that people are not merely controlled by mechanical forces (the stimuli and reinforcement forces of behaviorism) or unconscious instinctual impulses of Psychoanalysis. Maslow focused on human potential, believing that humans strive to reach the highest levels of their capabilities. He theorized that some human needs are more basic, or prepotent (less powerful or influential) than others. These more basic needs must be at least partially filled before a person has

sufficient energy and motivation to work toward gratifying the higher, less prepotent needs.

Maslow set up a hierarchical theory of needs in which all the basic needs are at the bottom, and the needs concerned with man's highest potential are at the top.

Physiological Needs. These needs are biological, and consist of the needs for oxygen, food water, and a relatively constant body temperature. These needs are strongest because if deprived, the person would die.

Safety Needs. Except in times of emergency or periods of disorganization in the social structure(such as widespread rioting), adults do not experience their security needs. Children however often display signs of insecurity and their need to be safe.

Love, Affection and Belongingness Needs. People have needs to escape feelings of loneliness and alienation and give (and receive) love, affection and a sense of belonging.

Esteem Needs. People need a stable, firmly based, high level of self –respect, and respect from others in order to feel satisfied, self confident and valuable. If these needs are not met, the person feels inferior ,weak, helpless and worthless.

Self-actualization Needs. Maslow describes it as a person's need to be and do that which the person was born to do. It is his calling. A musician must make music, an artist must paint, and a poet must write. If these needs are not met, the person feels restless, on edge, tense, and lacking something. Lower needs may also produce restless feeling. If a person is hungry, unsafe, not loved or accepted, or lacking self esteem the cause is apparent. It is not always clear what a person wants when there is a need for self-actualization.

Clearly, the theory developed by Maslow has implications on working behavior of faculty because they are operating under the management of school administrators. Once their needs are met, as Maslow enumerated such needs, their performances will be positively affected. When employees' needs are satisfied, management can enhance their greater productivity and efficiency. It will be helpful that school administrators understand that when addressing the needs of teachers in school, they must strive hard first to address the basic needs.

Individual-Personality Theories

As explained by Gibson, et. al. (1991), "One group of personality theorists, proposes that personalities contain individual differences that are not just transient but enduring – consistent over time and across situations. Thus, a person who respected and obeyed his or her father would probably continue to do so in any situation and would probably display the same attitude toward other fatherlike figures. That is, the person would submit to the wishes or orders of authority figures."

For example, individual-personality theorists would explain the behavior of employees named Jim, Mary and Paul in terms of early childhood development, general patterns of thinking and behaving, or development of self-actualization. Jim's needs, patterns of behavior, and self-development made him a unique individual. Jim's uniqueness, like Mary's or Paul's is important for a manager to recognize. By understanding the role of individual differences in shaping behavior, a manager is able to explain an employee's behavior as well as help the individual match his or her unique strengths to a work situation.

Theorists and researchers use the term individual differences to refer to three related assumptions: (1) individuals differ from one another in significant ways; (2) any particular individual differences from others holds true in many situations; and (3) individual differences from others holds true in many situations.

Although managers may be unable to administer and interpret a personality test to measure individual differences, they need to look closely at behavior patterns, similarities and differences, and behavioral consistency over time. Managers' observations and understanding of individual differences permit them to work effectively with employees. Ignoring the existence of individual differences tends to encourage the practice of "robot management" (managing every subordinate in the same manner.)

It is important that school administrators understand that teachers have different personalities

Lawrence Kohlberg's Theory of Moral Development

According to Bustos and Espiritu (1996), this theory holds that the development of a conscience and acquisition of values a particular society deems necessary to govern one's behavior is of utmost concern of schools, particularly in Philippine education. How a person develops a set of values principles regarding correct, appropriate or good behavior has been the subject of the study of Developmental Psychology. Several views about the development of morality have been proposed, and one of the most widely accepted explanations is that of Lawrence Kohlberg.

He further believed that individuals experience related stages of moral development. While a certain person was thought to be influenced by many individuals or groups, much of his moral development is generated by maturation factors and is related

to cognitive growth. A person is able to solve more problems as cognitive development occurs.

Related Literature

The following reviews helped the researchers in the development of this study.

Working Behavior. “Behavior,” according to Gibson, et. al. (1991), “ is anything that a person does.”

Along that definition, “working behavior” is anything that an employee does in the workplace. *Talking* to a manager, *listening* to a co-worker, *filing* a report, *typing* a memo, and *placing* a completed unit in inventory are behaviors. In the school setting, whatever a teacher *does* are considered as behaviors. So are *daydreaming*, *reading* a book, and *learning* how to use the school’s new equipment.

The general framework indicates that behavior depends on the types of variables shown in Figure 1. Thus, it can be stated that $B = f(I, E)$: and employees behavior (B) is

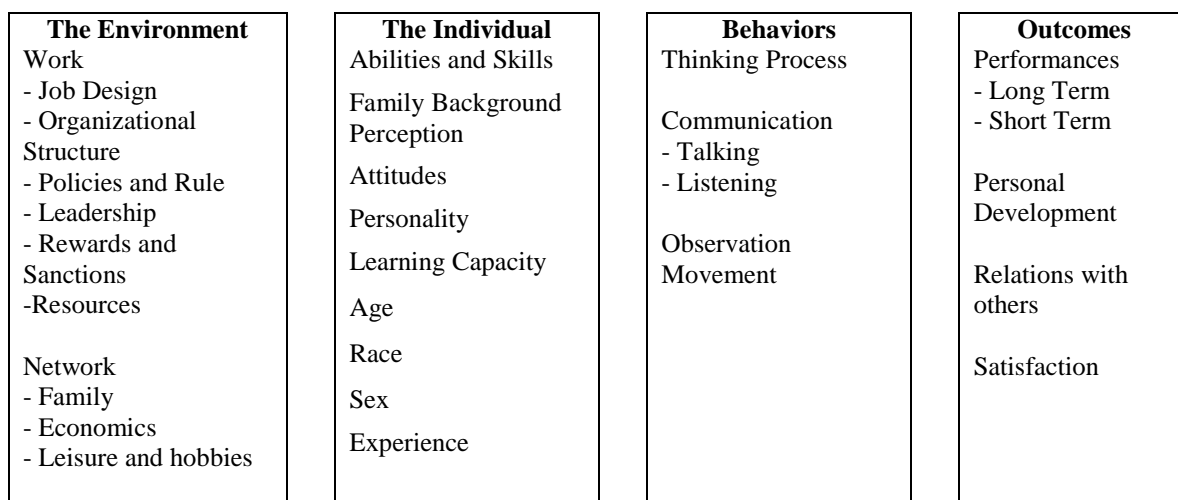


Figure 1
Individual-Behavior Framework

a function of individual (I), and environment (E) variables. The behavior that results on the job is unique to each individual, but the underlying process is basic to all people.

After years of theory building and research, it is generally agreed that:

1. Behavior is caused.
2. Behavior is goal directed.
3. Behavior that can be observed is measurable.
4. Behavior that is not directly observable (for example, thinking and perceiving) is also important in accomplishing goals.
5. Behavior is motivated.

As defined in the the Wikipedia, “work behavior” is a term used to describe the behavior one uses in the workplace and is normally more formal than other types of human behavior.

The aforementioned implies that working behaviors may vary depending on the profession and that some are far more casual than the others. For example. A computer programmer would usually have far more leeway in their work behavior that a lawyer.

This varies from profession to profession, as some are far more casual than other. For example, people are usually more careful than outside of work in how they behave around their colleagues, as many actions intended to be in jest can be perceived as inappropriate and may lead to personal or professional trouble.

Teacher-Related Factors. The following are the teacher-related factors considered in this study.

Education Attainment. Education attainment is one of the factors that must be

considered in studying the working behaviors of teachers. It is by going back to school that a teacher can best enhance his pedagogies. It may be true that a teacher can be updated in the latest innovations in the field, there's no substitute to attending advance classes.

It is a general belief that with higher educational attainment teachers can have better instructional, personal and social qualities. Teachers who have earned higher educational attainment are believed to have more confidence and esteem as compared to those who did not bother to go back to school after finishing a 4-year course.

Teaching Experience. In staying in a particular school, a teacher has varied reasons as there are varied individual needs. Some teachers stay in a school for one or two years only and transfer in other institution or other fields for greener pasture. Some go abroad. However, there are teachers who stay for long period of time, ten , fifteen, twenty or more years, again for varied reasons like working for love, personal fulfillment, accomplishing goals and feeling as if they are contributing to something larger than themselves, personal mission, for camaraderie and interaction with co-workers.

Whether the teacher stays in a particular school for a short or long period of time is not a question. It is the relationship between his number of years in service and working behavior. What has the number of years in service in that particular school done to him / her as regards the teaching profession to his / her efficiency or lack of it?

Lee (2001) disclosed that the length of service of a teacher is important in the development of good teaching. The more experienced the teacher, the more is his knowledge of the subject. Wide range of ideas may be shared in classroom discussion.

Information gathered in the undergraduate course may not be enough to provide the students the necessary information. This information may be taken from seminars, workshops and the like.

The ability of a teacher to stay long in the profession is an indication of a good working behavior. It really takes a lot of patience and maturity in order to overcome all the difficulties that teaching offers.

Attrition is an important problem in any occupations, including teaching. Data from one study cited by Potter and Kirby (2004) showed that about 20% of new teachers left after one year in the classroom. The researchers estimated that only about 30% of the men and 50% of women would be teaching 5 years after entering the profession. Some people who leave teaching do so because they decide that they are Not temperamentally or intellectually suited for the job, whereas others depart because they are discouraged by what they perceived as a lack of success in thee classroom.

Willis (2004) said that not all teachers who decide to leave the profession are unsuited for the job. Some depart because they become discouraged and frustrated with the demands of the job, and the conditions under which they work. Some of these individuals could have been successful and effective teachers if the conditions in the schools in which they worked had been less difficult or if support and assistance had been provided.

Salaries and Benefits. Whatever the personal reasons for working, the bottom line, however is that almost everyone works for money. Whatever it may be called: compensation, salary, bonuses, benefits or remuneration, money pays the bill.

The pay that an employee receives from his employer is the primary reason for employee for his being on his job. According to Heathfield (2002), in her paper “What People Want from Work”, to underplay the importance of money and benefits to people who work is a mistake. However, Gellerman (1996), in his article entitled “Motivation and Productivity,” expressed his belief that money is a very powerful motivator. He said “Money is the powerful irrational force that makes people do what they do”.

Men are economic beings. While there is a saying that money isn’t everything, the truth is that most people will not work without being adequately compensated for his labor. The above reasons explain the relationship between the working behavior teachers and their salaries and benefits.

Number of Preparations. Each teacher in the General Education Department has his own field of specialization like English, Math, Science, Filipino etc. However, because of the size of the population of the college department, most instructors are given three (3) or more preparations. Only the part-timers have one (1) or two (2). At times, they are given subjects not within their expertise or field of specialization. This is the reason why the researchers view this fact as a predictor of the teachers’ working behavior.

Number of Loads. The teachers number of preparations is related to his number of loads. He may be given two, three or more loads with only one preparation or he may be given three, four or more loads with different preparations. It is perceived fact that the former is easier than the later. But the question remains as to which has more effect on the working behavior of the instructor – the number of loads or the number of preparations.

School-Related Factors. The school-related factors considered in this study are the following:

Physical Plant and Facilities. There is a growing body of research confirming that the quality of facilities contributes directly to teacher turn over rates and student performance. A study by the Camegie Foundation for the Advancement of Teaching (1998) found that student attitudes about education directly reflect their learning environment, and various other studies have shown that clean air, good light, and a quiet, comfortable, and safe learning environment, are essential for academic achievement.

The teacher working conditions toolkit presents a series of resources related to promoting school facilities and resources which improve student achievement. Each of the resources was included in part because it fitted into the primary criteria for making good decisions about school buildings:

1. Facilities should focus on student learning and achievement
2. Facilities should be flexible
3. Facilities should be responsive
4. Facilities trade-offs and choices should be transparent
5. Facilities provision should be driven by data
6. Facilities should be economically efficient.

School Policies. The school policies serve as guidelines in the execution of functions in consonance with the school's philosophy, purpose, goals and objectives.

The school policies highlighted in this study relate to the faculty of the college department, particularly of the General Education Department. Such policies were culled from the Administrative Manual 1998 edition. Such policies identified in this study are

deemed to be directly or indirectly related to the working behavior of teachers according to the degree of their awareness and commitment to the said policies.

School Administrator-Related Factors. The following are the school-administrator-related factors considered in this study.

Educational Attainment. Vermont (2003) said that it is accepted in the academic community that the higher the education one gets, the more authoritative he becomes in his chosen field. Although it may seem too obvious to note this study recognized Vermont's education qualification is what gives the teacher the right to teach.

Elaborating this point further, Hunt (2005) spoke of the general stages of conceptual level. Hunt's work represents a more direct connection between educational objectives and developmental stages. Hunt has been able to specify the interaction between the conceptual level of the pupils and the expectations, learning atmospheres, and conceptual level of the teachers

Hunt stressed throughout his work that a developed mental approach to education means that one has to look for better ways: at the pupils and their levels of development, and the teachers. He suggested that if it is important to assess the levels of the pupils' intellectual performance, it is important also to assess the levels of the teachers' intellectual performance. By intellectual performance, he meant the degree of educational qualification.

Leadership Behavior. For an organization to succeed, an effective leader is needed. Leadership is a key component in the achievement of organizational effectiveness.

Leadership is commonly defined as the art or process of influencing other people so that they contribute willingly and enthusiastically toward group goals. A somewhat more complex but challenging definition of leadership, according to Tappen (1989) is “The ability to translate intention into reality and to sustain it and that it is a purposive (goal-oriented) behavior involving an exchange with other people.”

Leadership in the context of the principal-teacher relationship was discussed by Graves (1992). According to him, the principal and the teachers should seek a thorough understanding of their respective rights and duties. They must show a real desire and effort to cooperate and should cultivate a high sense of loyalty toward each other. The principal interprets the curriculum and outlines the plan but leaves it to the teachers to carry it out. The teacher must, however, look to their principal for leadership, interpretation of objectives, and coordination of their efforts since each teacher deals only with a cross section of the work and must not be isolated. But the principal should not exercise his authority at every turn and expect the teachers to follow him woodenly but should inspire them through leadership and encourage them to think for themselves.

According to Koontz and Weilhrich (1990), the most important elements that may influence a manager’s style can be seen along a continuum as (1) the sources operating on the manager’s personality, including his or her value system, confidence in subordinates, inclination toward leadership styles and feelings of security in uncertain situations; (2) the forces in subordinate (such as their willingness to assume responsibility, their knowledge and experience, and their tolerance for ambiguity) that will affect the manager’s behavior; and (3) the forces in the situation, such as organization values and traditions, the effectiveness of subordinates working as a unit, the

nature of a problem and the feasibility of safety delegating the authority to handle it, and the pressure of time.

However, Dela Cruz (1996) in her study on the effects of leadership styles and socio economic station of public high school department head on teachers job satisfaction and job performance revealed that the department heads leadership styles and socio economic status has significant effects on the teachers' job satisfaction and performance. The 2 variables however, leadership styles exerted a more dominant effect on teachers' job satisfaction and performance. These findings support the importance of leadership behavior as it contributes to job satisfaction among teachers. Likewise, the teachers are more productive when they are satisfied with the job. As such, job satisfaction can be equated to job performance.

Bass (1990) pointed out that the effectiveness of the leader is determined by the presence of observable change in the behavior of the followers. This observed change results from motivational changes and from the leader's initiating structure into the work situation. In a formal organization, leaders use such things as promise of reward, support, consideration, and the like in order to motivate. He calls this motivational aspect of leadership a variation along a dimension of consideration. Bass suggests this way of accomplishing successful leadership, which he calls as "making others more able to overcome the obstacles thwarting goal attainment.

Working Behavior of Faculty Members. The working behavior of General Education faculty members was described in terms of the following:

Submission of Requirements. In one way or the other, submission of requirements has control or effect on the working behavior of teachers. Submission of

table of specifications, test questions, course outlines, among others have laid certain weights on the shoulders of the teachers. Teachers have varying degrees of sense of urgency in meeting deadlines of submission of requirements. Some would not sleep at all in order to meet deadlines, some would put off finishing the required task for more important reasons and suffer the consequence of receiving low ratings on submission of requirements. It should be noted that the rating of 5 is given to requirement submitted on time, 4 for one day late, 3 for two days , 2 for three days late an one for four days late.

Attendance. In the College Department, attendance in school means 40 hours of teaching a week for full timers in which the official time is according to specified time submitted by the teacher concerned.

The attendance in school has something in relation to working behavior of teachers because it is a perceived fact when teacher stays for more than the required number of hours, he may be enjoying the work or workplace or simply trying to do the requirement to meet deadlines.

Performance During Formal Visits. The performance of the college teacher is rated twice or thrice a semester. This is done by the Program Chair and the Dean. Twice by the Program Chair and once by the Dean. There is a form used during these visits. These visits have the objective of maintaining standard teaching and are also the basis of efficiency rating.

Efficiency rating is given at the end of the semester in which a teacher will be informed of his rating and rank. It is an inspiration for a teacher if he knows that he is among those in the higher bracket. And if he does not belong to the higher bracket, it is a reason for him to be challenged and reflect.

Related Studies

In this section, presented are significant studies which provided the researchers relevant information and valuable insights about the working behavior of teachers. The researchers found it difficult to find studies that specifically deal with the same topics, however notwithstanding the aforementioned difficulty, there are some studies that in a way are related to the present study.

Fox et. al. (1983) conducted a study on student evaluation of the teacher as a measure of teacher behavior and teacher impact on students. The aspects of the study focused on the validity of the student ratings when compared with various independent measures of teacher behavior and it further explored on the influence of student characteristics on Student Evaluation of Teaching (SET). No further variance was explained by student achievement, self-rated coping and general attitude. The relationship of SET to teacher behavior was not modified by students coping, but it was somewhat influenced by self-esteem.

Lanting (1981) conducted a study validating the students' ratings as compared to the administrators' rating of the teaching efficiency of the faculty members of Tanauan Institute, Tanauan, Batangas. The significant findings were: (a) students rated their teachers higher on personal qualities rather than instructional skills; (b) the administrators and students tended to agree in the qualities rated highest and lowest by them, hence, these findings added to the accumulated evidence concerning students' ability to rate their instructors; and (c) opinions of students could be used as a basis for improvement of instructions.

The working behaviors teachers manifest in schools result from the kind of morale they have. The study of of Absher (1980) revealed that morale is significantly correlated with the administrator's organizational and interpersonal leadership, behavior or style; with the teacher's involvement in planning, policy making or decision-making process; and democratic administration and supervision.

Redefer, in a study of 5000 teachers, discovered that the most common cause of poor morale which is manifested in the teacher's working behavior are the following: inadequate salary, oversized classes, poor administration and lack of daily period of relaxation. The study showed a significant correlation between satisfaction and efficiency ratings by the school administrators.

Identifying indicators of low morale may guide school administrators in planning and implementing programs for teachers. Eventually, the administration could create an environment in the organization that is stimulating and encouraging and set the stage for high morale which would lead to better working behaviors.

Conceptual Framework

Just like any other research, this one is anchored on a particular theory upon which a scientific investigation is based.

Exhibited in Figure 1 is the conceptual paradigm or model used in studying the factors affecting the working behavior of the General Education faculty members of the College Department of St. Mary's College of Baliuag. The paradigm is divided into two (2) sections showing that the central focus of the research is the working behavior of the General Education faculty members. Working behavior is the variable of primary interest in this study. As shown in section 2 of the paradigm it is described in terms of the

teacher-respondents' submission of requirements, attendance and performance in the formal visits.

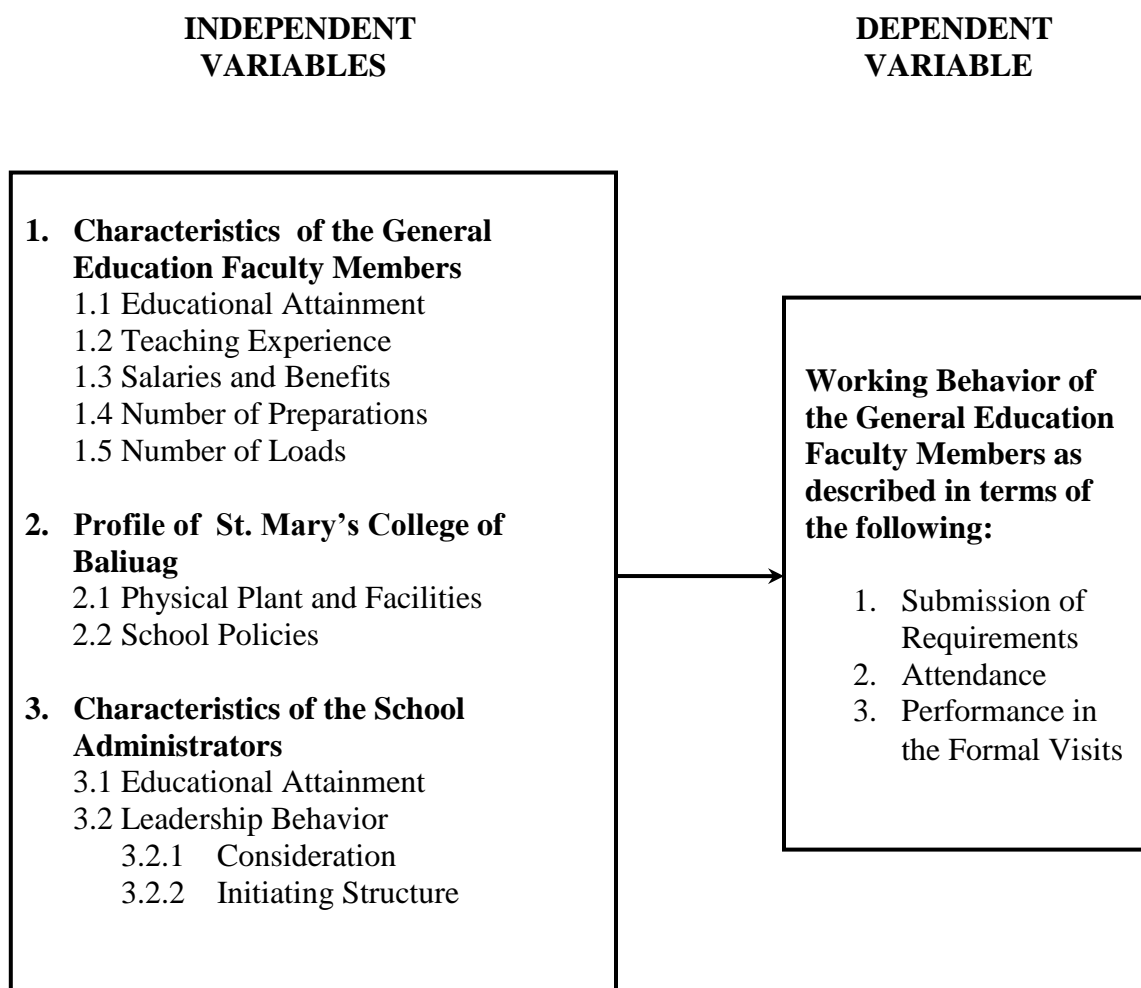


FIGURE 2

A Conceptual Model of the Study

Section 1 of the paradigm shows the different independent variables which are classified into three namely, characteristics of the General Education faculty members, profile of St. Mary's College of Baliuag, and characteristics of the School Administrators.

Hypotheses of the Study

1. The teacher-related factors do not affect the working behavior of General Education faculty members of St. Mary's College of Baliuag.
2. The school-related factors do not affect the working behavior of General Education faculty members of St. Mary's College of Baliuag.
3. The school-administrator-related factors do not affect the working behavior of General Education faculty members of St. Mary's College of Baliuag.

Definition of Terms

Presented below are terms defined in accordance with the context of this study.

Working Behavior. As used in this study, the term refers to how the General Education faculty members perform as measured through their attendance, submission of requirements, and their rating in the two (2) formal visits conducted by the Officer-in-Charge of the Education Department.

Educational Attainment. This term refers to the highest educational attainment of the teacher-respondents and the school administrator-respondents. The term is not limited only to the completed degree but the number of units the respondents have earned in both the MA/MS and the Ph.D./Ed.D areas.

Teaching Experience. This term is used to refer to the number of years that the teacher-respondents have been practicing the profession.

Salary. This refers to the earnings (basic salary, honorarium, and overload) the teacher-respondents are receiving monthly.

Benefits. As used in this study, the term refers to the additional remunerations the teacher-respondents are receiving aside from their salaries. The benefits include, among other things, vacation leave, sick leave, study grants and cash advance.

Number of Preparations. The term refers to the number of subjects a teacher would be asked to handle for a semester.

Number of Loads. This term is used to refer to the number of units (which is technically equivalent to number of hours) a teacher is required to handle in a particular semester.

Physical Plant and Facilities. **Physical Plant and Facilities.** This term specifically refers to the following: campus, buildings, classrooms, laboratories, audio-visual rooms, offices, facilities for special services (clinic, guidance and canteen) and auditorium/gymnasium/covered court.

School Policies. This refers to the academic and non-academic policies governing all areas of operation that are being observed in St. Mary's College of Baliuag.

Leadership Behavior. A term referring to the characteristics or manners in which the leader behaves while attempting to carry out their responsibilities. The two dimensions of leadership behavior as considered in this study are initiating structure and consideration.

Submission of Requirements. As used in this study, this term refers to the different kinds of requirements (grades, syllabus and test questions/table of specifications) that must be submitted periodically by the teacher-respondents.

Attendance. This refers to absences and tardiness incurred by the teacher-respondents.

Formal Visits. A term referring to the classroom observations that must be conducted by both the OIC of the Education Department and the College Dean among..

Notes on Chapter II

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