Professional Development Needs and Employment Satisfaction of Beginning Instructors of the College of Education

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ABSTRACT

The study determined and assessed the professional development needs and employment satisfaction of beginning instructors of the college of education. Specifically, the study determined the kind of assistance wanted most by beginning instructors; determined any significant difference in the perceived needs of beginning instructors during the first three years of service along with personal support, task-related assistance, problem-related assistance, support for professional growth, and monitoring and evaluation in teaching; determined any significant difference in the perception of beginning instructors and their immediate supervisors regarding their identified professional needs; and determined the significant relationship between the instructors' professional needs and employment satisfaction.

The perceived needs of the beginning instructors are significantly different except for the Problem-Related Assistance and Support for Professional Growth and Support for Professional Growth and Monitoring and Evaluation in Teaching as not significant. This implies that if the need in Problem-Related Assistance is high then the Support for Professional Growth is also high and vice-versa. Likewise, in the Support for Professional Growth, and Monitoring and Evaluation in Teaching. There is a significant relationship between the instructors' professional needs and employment satisfaction.

Field of Research: *Professional Development Needs, Employment Satisfaction, Beginning Instructors, College of Education*

1. INTRODUCTION

Teacher education is the result of more than a century of compromises demanded by the exigencies of 19th and early 20th centuries the teaching profession was designed to match the rapid expansion of schooling, (Hess, 2009).

Educational institutions nowadays are confronted with various situations and maladjustments. In spite of the established system, development plans and programs, policies for innovation; the massive changes brought about by the Philippine educational system created a gap among its clientele.

In a worldwide setting, Plaisent and Bernard (2016) revealed that in Canada, newcomers often get the worst classes to teach. This class attribution is like if one neophyte doctor would have to care for complex trauma cases. Would it makes sense? Before, young teacher would all prefer to go to public schools for job-security purpose. Now they go to private due to its more strict behavior management.

A study conducted with 1252 teachers of primary and secondary level in Canada reveals that 25% of new teachers quit because they are overloaded. This abandon rate is three times higher than other professions 1/3 of teachers are showing signs of psychological distress 60 % of teachers are in burn-out or near to be,(Dion-Viens, 2015).

Froese-Germain (2014) revealed also that among 8000 Canadian teachers, 79% believe that their stress related to imbalanced work-life has increased lately. Top stressor is lack of time to devote to their students 85% reports that work-life imbalance affect their ability to teach as they would like.

In the Philippines, Usop's (2013) study revealed that among the two hundred elementary full-time teachers, with at least two-years teaching experience from twelve selected public schools in Cotabato City, schools must have a policy manual for school policies, lack of reading materials and journals, and pay was their source of dissatisfaction. On the other hand, they are satisfied in the supervision of their principals, up-to-date to new trends or innovations for opportunities for promotion and professional growth, satisfied with their work with pride, have a high achievement feeling, satisfaction grows with given responsibility, and satisfied in participating and cooperating in school activities.

In this scenario, Nzulwa (2014) recommended an improved total compensation package-pay, benefits and rewards. Effective, fair and efficient human resource practices like recruitment selection, promotion, transfer, disciplinary for teachers. Non-financial factors like good communication channels, value employees, encouraging teamwork, propagating job security and good retirement plans, Good working relations, employee relations and participatory management styles, and refresher courses for the T.S.C. staff, retrain her personnel on how to handle teachers.

Imbalances and maladjustments are so abundant in modern society that organizations need all their parts working together in order to solve the problems and grab opportunities that are brought about by change. The functions and roles of the subsystems are anchored from the institutions' distinct functions and services.

The need of society for more specialized and technically trained professionals regard students as both the means and the end of development. Education then shall be pursued along the concept of a holistic learning system equated with lifelong learning.

It is the duty of school administrators to look into the matter of their teachers' professional development. Being the stewards of the teachers, the administrators have to encourage and support their teachers to continue struggling for professional improvement and guard themselves against complacency,(Mendoza,et al. 1995)

However, Lobaton (1998) asserted that though administrators/principals have the duty towards their teachers' professional development, teachers especially those new in the profession, should bear in mind that professional development is a personal responsibility.

The influence of administrators in the professional development and employment satisfaction of beginning instructors is crucial. Mustaphas (2011) found out that the school administrators in Zone 3, Cotabato Division possessed good leadership traits. The teachers in the area were satisfied with their teaching job. Moreover, leadership traits of school administrators affect the job satisfaction of teachers. It is suggested that administrators should attend

seminars/trainings to become more perceptive and insightful as these traits received the lowest rating from the teachers.

Leadership behavior was correlated with supportive principal and engaged teachers. Motivational needs such as self-actualization and power over others were significantly correlated with engaged teacher; self-actualization was also correlated with intimate teachers, and high financial reward was correlated with directive principal,(Samiana, 2005).

Studies also revealed that there exists a significant difference between the teachers' job performance in the areas of professional growth and procedures and techniques, (Balawag, 2005).

Job satisfaction in hygiene factors had significant influence on the job performance of teachers when taken all together. Physical condition of the school came out best predictor. Job performance was also influenced by the job satisfaction of respondents in all indicators under the motivational factors,(Baguesan, 2011).

Moreover, Paras (2010) found out that the respondents' socio-demographic characteristics such as age, sex, educational attainment and number of training attended altogether had significant influence on their teaching performance.

In view of this, faculty professional develop needs and employment satisfaction of beginning instructors of the College of Education must be determined in order to raise to a higher degree of support and assistance.

The findings may serve as bases for administrators to closely monitor and supervise areas which proved to be more difficult to beginning instructors in order to help them strengthen the weak points and further sustain the strong ones. The institution may provide the necessary assistance to any program that will enhance their potentials and thereby committed towards the teaching profession.

1.2 Purpose of the Study

Beginning instructors of the College of Education will be more self-directed in presenting programs and project proposals in their respective fields. Their active involvement in the College' development plans will become more remarkable.

Their enthusiasm in taking further education   will greatly influence their professional competence and job satisfaction.
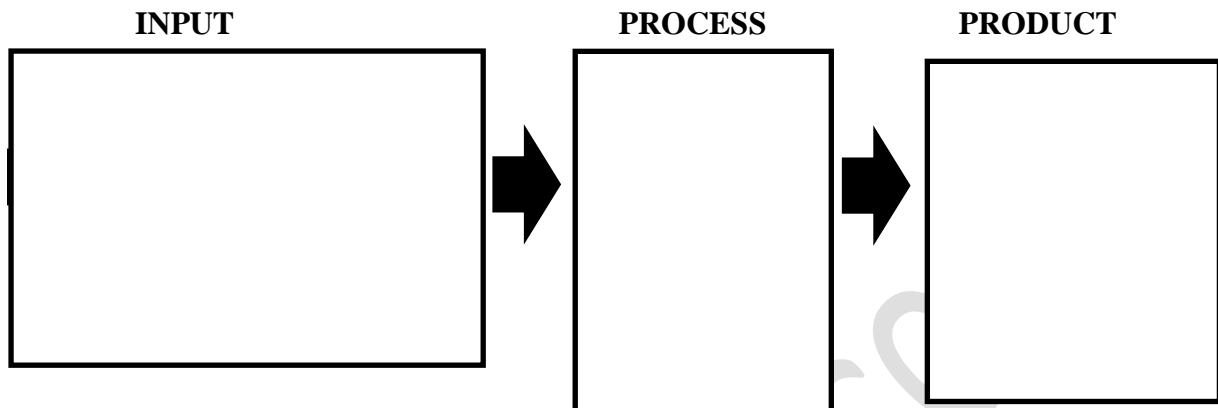
This study determined and assessed the professional development needs and employment satisfaction of beginning instructors of the college of education.

Specifically, the study was conducted to:

1.   determine the kind of assistance wanted most by beginning instructors;

2.   determine any significant difference in the perceived needs of beginning instructors during the first three years of service along with   personal   support,   task-related assistance, problem-related assistance, support for professional growth, and monitoring & evaluation in teaching;

3.   determine any significant difference in the perception of beginning instructors and their immediate supervisors regarding their identified professional needs; and

4.   determine the significant relationship between the instructors' professional needs and employment satisfaction.

1.3   Paradigm of the Study

INPUT	PROCESS	PRODUCT

2. Methodology

2.1 Research Design

This study employed the descriptive study method of research in or order to determine the common professional development needs and level of employment satisfaction.

2.2 Population of the Study

The respondents of this study were   composed of beginning instructors of the College of Education of DMMMSU-SLUC hired for the last three years. A complete enumeration of their immediate supervisors was also employed.

2.3 Data Instrumentation

The researcher   used a questionnaire checklist as the main   data gathering instrument.

2.4 Data Analysis

Descriptive statistics was   used to determine the kind of assistance wanted most by beginning instructors. Using SPSS, Paired t-test was used at $\alpha = 0.05$ to identify the differences in the degree of professional development needs among the beginning instructors. This was employed to test the level of satisfaction among the variables included in the study. To test the difference in perception of beginning instructors and their immediate supervisors on their professional development needs and employment satisfaction the same treatment was used.

3. Finding & Discussion

3.1 Determine the Kind of Assistance Wanted Most by Beginning Instructors

As can be gleaned in Table 1, beginning instructors of the College of Education determined the kind of assistance they wanted most. All the indicators under Professional Support like Concern for my professional growth as an instructor, Helpful tips to improve my instruction,

Shares timely information and ideas, Suggests standards for effective instruction, and Sympathetic understanding to my weaknesses were rated Always.

Likewise, the beginning instructors rated Always under Task-related Assistance along with Sharing of instructional resources, Classroom observation to improve T-L process, Classroom demonstration activities, Availability of resource speakers for team teaching, and Regular planning of lessons' objectives and activities.

This is corollary to Bello's (2008) study that majority of the teachers were much satisfied with their job status and interpersonal relationship. Most of the teachers responded that they were satisfied with achievement, promotion, and professional development; and unsatisfied with their recognition.

Under Problem-Related Assistance, only Orientation of school and classroom policies was rated Very Often while Always for Consultation of Classroom-related concerns, Guidance and counselling on students' behaviour, Conducting remedial and enrichment activities, and Consultation hour for students' deficiencies.

For Instructors' Support for Professional Growth, beginning instructors rated Always for Attendance to in-service training, rated Very Often for Orientation and guidance to beginning teachers, Support of the administration in teaching seminars and conferences, and Compliance on the faculty development plan while Sometimes for Information on scholarships and study leaves.

On the other hand, beginning instructors rated Very Often on the Supervisory classroom visits, Checking of official documents in teaching, Objective criticism on classroom management, Post conference based on classroom observation and Adherence on the supervisory plans of the superiors under Monitoring and Evaluation in Teaching.

Daub (2007) suggested that Local Capability Building Program which aimed to improve the quality and quantity of productivity, help the organization respond to the dynamic changes in the environment, and enhance employees skills in their respective field of specialization.[7]

Table 1. Kind of Assistance Wanted Most by Beginning Instructors

PROFESSIONAL DEVELOPMENT NEEDS	MEAN	DESCRIPTION
A. PERSONAL SUPPORT		
1. Concern for my professional growth as an instructor	4.80	Always
2. Helpful tips to improve my instruction	4.73	Always
3. Shares timely information & ideas	4.73	Always
4. Suggests standards for effective instruction	4.80	Always
5. Sympathetic understanding to my weaknesses	4.87	Always
B. TASK-RELATED ASSISTANCE		
1. Sharing of instructional resources	4.73	Always
2. Classroom observation to improve T-L process	4.67	Always

3. Classroom demonstration activities	4.67	Always
4. Availability of resource speakers for team teaching	4.60	Always
5. Regular planning of lessons' objectives & activities	4.67	Always
C. PROBLEM-RELATED ASSISTANCE		
1. Consultation of classroom-related concerns	4.53	Always
2. Orientation of school & classroom policies	4.20	Very Often
3. Guidance & counselling on students' behavior	4.33	Always
4. Conducting remedial & enrichment activities	4.47	Always
5. Consultation hour for students' deficiencies	4.47	Always
D. SUPPORT FOR PROFESSIONAL GROWTH		
1. Attendance to in-service trainings	4.33	Always
2. Orientation & guidance to beginning teachers	3.93	Very Often
3. Support of the administration in attending seminars & conferences	4.20	Very Often
4. Information on scholarships & study leaves	3.33	Sometimes
5. Compliance on the faculty development plan	3.73	Very Often
E. MONITORING & EVALUATION IN TEACHING		
1. Supervisory classroom visits	4.00	Very Often
2. Checking of official documents in teaching	4.20	Very Often
3. Objective criticism on classroom management	4.13	Very Often
4. Post conference based on classroom observation	4.00	Very Often
5. Adherence on the supervisory plans of the superiors	4.20	Very Often

Legend:

WEIGHT	SCALE	DESCRIPTION
5	**4.21 – 5.00**	**Always**
4	**3.41 – 4.20**	**Very Often**
3	**2.61 – 3.40**	**Sometimes**
2	**1.81 – 2.60**	**Rarely**
1	**1.00 – 1.80**	**Never**

3.2 Determine the Significant Difference in the Perceived Needs of Beginning Instructors

Hypothesis 1. There is no significant Difference in the Perceived Needs of Beginning Instructors

Table 2 reveals the significant difference in the perceived needs of beginning instructors. The perceived needs of beginning instructors are significantly different, $p= 0.62 >\alpha$ and $p = 0.326 < \alpha$ at $\alpha=0.05$. Hence, the hypothesis is rejected.

However, Pair 8, Problem-Related Assistance and Support for Professional Growth and Pair 10, Support for Professional Growth and Monitoring and Evaluation in Teaching were Not Significant. Thus, the perceptions in these pairs are not significantly different.

Since the difference is not significant, this will help in the prediction of the needs of beginning instructors. As implied, if the need in Problem-related Assistance is high, then the Support for Professional Growth is also high and vice-versa. Likewise, in the Support for Professional Growth, and Monitoring and Evaluation in Teaching.

Relative to this, Orejudos (2008) found out that trainings/seminars had a significant relationship with the quality of the workplace.

Table 2.Significant Difference in the Perceived Needs of Beginning Instructors.

PAIR	PERCEIVED NEEDS	p-VALUE	CONCLUSION
Pair 1	Personal Support-Task-Related Assistance	.024$^{\times}$	Significant
Pair 2	Personal Support-Problem-Related Assistance	.001$^{\times}$	Significant
Pair 3	Personal Support-Support for Professional Growth	.010$^{\times}$	Significant
Pair 4	Personal Support-Monitoring & Evaluation in Teaching	.000$^{\times}$	Significant
Pair 5	Task-Related Assistance-Problem-Related Assistance	.012$^{\times}$	Significant
Pair 6	Task-Related Assistance-Support for Professional Growth	.009$^{\times}$	Significant
Pair 7	Task-Related Assistance-Monitoring & Evaluation in Teaching	.000$^{\times}$	Significant
Pair 8	Problem-Related Assistance-Support for Professional Growth	.062$^{\text{ns}}$	Not Significant
Pair 9	Problem-Related Assistance-Monitoring & Evaluation in Teaching	.037$^{\times}$	Significant
Pair 10	Support for Professional Growth-Monitoring & Evaluation in Teaching	.326$^{\text{ns}}$	Not Significant

$^{\times}$ **significant: p= 0.62 > α and p = 0.326 < α at α=0.05**
ns= Not Significant at α=0.05

3.3 Determine any significant difference in the perception of beginning instructors and their immediate supervisors along with their identified professional needs

Hypothesis 2.There is no significant difference in the perception of beginning instructors and their immediate supervisors along with their identified professional needs.

As to the significant difference in the perception of beginning instructors and their immediate supervisors, Table 3 shows that Problem-related Assistance and Monitoring and Evaluation were Significant, p= 0.002 and p= 0.007 respectively at α=0.05. Thus, a need to intensify along these areas must be given into account.

However, there is no enough evidence to conclude that the perception of the beginning instructors and their immediate supervisors were different in terms of Personal Support, Task-related Assistance, and Support for Professional Growth. This implies that these variables were observed by the beginning instructors and their immediate supervisors. Hence, the hypothesis is accepted.

In this connection, Mangansakan (2005) reiterated that there exists a significant degree of relationship between the teachers' performance and their giving importance to work values in terms of independence, achievement, prestige, surrounding supervisory relations and associates. These results indicate that the higher importance given to these work values, the greater effort the teachers put into the performance of their job.

Saudi (2011) also found out that secondary school teachers had difficulty in the following areas: difficulty related to knowledge of subject matter; difficulty related to classroom management; difficulty related to preparation and utilization of instructional materials; difficulty in human relations; and professional growth. Length of service and year of graduation from college were predictors of the level of teachers' difficulties.

Corollary to this, Adeja (2007)found out that based on the perceptions of the respondents, factors such as grievances, access to capital facilities and union activities,advancement opportunity, recognition, relationship of leaders to members and relationship of members to co-members were significantly associated with the level of satisfaction of CotGEM members.

On the other hand, there were significant differences on the weaknesses and problems encountered by faculty and staff between these state and private HEI's along with instruction, research and extension while significant difference did not occur in production, (Nisperos, 2000).

Table 3. Significant difference in the perception of beginning instructors and their immediate supervisors along with their identified professional needs

PERCEIVED NEEDS	P-VALUE	CONCLUSION
A. Personal Support	0.501^{ns}	Not Significant
B. Task-related Assistance	0.140^{ns}	Not Significant
C. Problem-related Assistance	0.002^{x}	Significant
D. Support for Professional Growth	0.052^{ns}	Not Significant
E. Monitoring and Evaluation in Teaching	0.007^{x}	Significant

^{x} **significant: p= 0.002 < α at α=0.05**
^{x} **significant: p= 0.007 < α at α=0.05**
ns= Not Significant at α=0.05

3.4 Determine the significant relationship between the instructors' professional needs and employment satisfaction

Hypothesis 3. There is no significant relationship between the instructors' professional needs and employment satisfaction

Based on the analysis, there is a significant relationship between the instructors' professional needs and employment satisfaction. Hence, the hypothesis is rejected.

However, job satisfaction was not dependent on the level of occupational placement. The graduates were highly satisfied regardless of the kind of occupation each one had. Curricular offering is independent of job satisfaction,(Villegas, 2007).

Baanan's (2005) study also revealed that all the results implied that the PMG Directors are performing their job well and they are dedicated as law enforcers, especially because they believe that they are outstanding in their performance.

Table 4.Significant relationship between the instructors' professional needs and employment satisfaction.

PEARSON CORRELATION	PROFESSIONAL NEEDS	EMPLOYMENT SATISFACTION
Professional Needs Pearson-r Significance (2-tailed) N	1 25	.407× **.043×** 25
Employment Satisfaction Pearson-r Significance (2-tailed) N	.407× **.043×** 25	1 25

× **Correlation is significant at α=0.05 level, 2-tailed**

COMPUTED r	*p*-VALUE	CONCLUSION
0.407	0.043×	Significant

× **Correlation is significant atα=0.05 level, 2-tailed, SPSS 21**

4 CONCLUSION AND FUTURE RECOMMENDATION

4.1 Conclusion

In the light of the foregoing findings, the following conclusions were drawn:

1. All the indicators under Professional Support and Task-related Assistance were rated Always.
2. Under Problem-Related Assistance, only Orientation of school and classroom policies was rated Very Often while Always for the rest of the indicators.
3. It was noted that Information on scholarships & study leaves underSupport For Professional Growth was only disseminated sometimes.

4. All the indicators under Monitoring and Evaluation in Teaching were rated Very Often.
5. The perceived needs of beginning instructors are significantly different except on Problem-Related Assistance and Support for Professional Growth, and Monitoring and Evaluation in Teaching.
6. Problem-related Assistance and Monitoring and Evaluation were Significant.
7. There is a significant relationship between the instructors' professional needs and employment satisfaction.

4.2 RECOMMENDATIONS

Premised on the findings and conclusions made, the following recommendations were formulated:

1. The administrators' Support For Professional Growth of beginning instructors must be given priority. Information on scholarships & study leaves must be done during their regular meetings.

2. All the perceived needs of beginning teachers must be included in Faculty Development Plan of the College. Priority areas in instruction, research, extension and production must be delineated among the faculty members.

3. Concerned authorities in the College must come-up with a supervisory plan and program to oversee and assist the beginning teachers in their instructional and professional endeavors.

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