

# Influence of Self-Actualization Needs and Professional Development on the Job Performance among Technology and Livelihood Education (TLE) Teachers

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## ABSTRACT

This study attempted to determine the relationship between Self-Actualization Needs and Professional Development on Job Performance among Technology and Livelihood Education Teachers. A descriptive correlational method and survey questionnaire were utilized to attain the study's objectives among the 54 TLE teachers in Sto. Tomas South District, the majority are female whose age ranges from 26-30 years old, serving for four years and above in the Department of Education, with master's unit and with above ten numbers of training attended. The results showed the level of their self-actualization needs and much weight on active participation in school meetings conducted by the school head. The respondents' professional development level focused on skills in preparing an appropriate learning environment. Therefore, using Mother Tongue, Filipino, and English is essential to teaching and learning. It was concluded that the input variables were significantly related to self-actualization needs; likewise, the professional development of teachers was found to be significantly related to all measures of job performance. The following recommendations are at this moment offered; educators could engage in assessments that will develop their characteristics in life satisfaction and personal growth, providing instruction on implementing teaching materials and activities.

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## 1. INTRODUCTION

Historically, the materialistic strength of an institution, such as its infrastructure, financial status, and accessibility, were regarded as critical determinants of success. This perception was initially altered in organizations that stated that they recognized the potential of human resources. This significance was later recognized by academic institutions [1]. Academic institutions stated that they focus on their faculty members'

satisfaction, involvement, and commitment [2] and analyse the factors that influence or manipulate them.

According to the humanistic viewpoint, the purpose of education, in general, is to provide a solid foundation for personal development so that learning continues automatically throughout their lives [3]–[9]. Looking at Maslow's hierarchy and its eight stages, it is easy to understand the impact, value, and importance of what it can bring out in the educational process of students and their success. It is common knowledge that the better a teacher knows his or her students, the better rapport he or she can establish with them. This can significantly improve teaching and learning [10].

Similarly, Hopper [11] acknowledged that self-actualization requirements are a factor that can motivate employees to maintain their high level of performance. According to Maslow's hierarchy of needs, the ultimate level of need is satisfying the need for self-actualization. When a person has satisfied the four listed requirements, he will require self-actualization, recognizing him as a valuable contributor to a company. Additionally, one of the primary objectives of educators is to help students realize their maximum potential [12]–[17]. However, to do so, determining what motivates and inspires them is often necessary. McNeal [18] argued that Maslow's Theory of the Hierarchy of Needs supports the notion that self-actualization is a suitable starting point for motivation. He explains that self-actualization is only possible after satisfying physiological, security, social, and esteem requirements. Undeniably, the need for self-actualization can impact performance when it involves utilizing one's own skills and abilities [19]. According to Raabe [20], self-actualization means maximizing one's potential in the workplace. An employee who has achieved self-actualization feels empowered and trusted, which promotes growth and engagement.

Because teachers are the source of knowledge for classroom students, they must be sent to various trainings and seminars to acquire additional knowledge that will help them improve their professionalism and realize their maximum potential [12]–[17]. Although many people refer to teaching as a vocation, it is also a profession in which teachers work to provide for their families, interact with others to show and receive affection and engage in activities that promote their personal growth. In this instance, it is essential to meet the needs of teachers, as it can be challenging to meet all the demands at work if these needs are not partially or entirely met. The teacher plays a significant role in determining the quality of education; due to current developments, qualified and competent educators are still required; therefore, the teacher's expertise in carrying out the duty is crucial. According to Suriansyah [21], instructors play an essential role in enhancing the quality of education and are vital to the present and future of education. This implies that the nation's future depends on how teachers contribute to learning and professional growth.

To create an environment that supports teachers' professional development, job performance, and development of their full potential, following the provisions of RA No. 7837, also known as the Philippines Professionalism Act of 1994. Article IV states that every teacher must participate in the Professional Regulation Commission's Continuing Professional Education (CPE) program and pursue various studies to improve his effectiveness, raise the profession's prestige, and strengthen his ability, temperance, and

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efficiency to be nationally and internationally competitive. Consequently, professional development should continue to adapt to changing educational patterns to improve teaching performance [22]–[26]. It is widely acknowledged that improving the quality of teachers will result in a positive outcome, including student improvement.

Whereas professional development for teachers should presumably offer unparalleled opportunities for self-actualization and job performance, the government proposed RA No. 10912, also known as the Continuing Professional Development (CPD) Act of 2016, which is a demonstration of mandatory renewal of a Professional Identification Card through professional development training and seminars. Teachers should continue to improve their service for the CPD unit and their proficiency and development. They will also continue their noble duty of shaping their students' personalities to become practical, literate, disciplined, nationalistic, and productive citizens of our country. Furthermore, teacher professional development is viewed as a point of convergence for reviving information and limitations of teachers in various fields, as well as providing a foundation for educators' social change and connecting with educators to achieve professional development.

As per Department of Education Order No. 001 s, 2020, professional development needs will support the division's goal of continuously upskilling and reskilling educators and school leaders to achieve better learning outcomes. As a result, teachers' development continues to update their skills, attitudes, and approaches to improve new instructing strategies for self-actualization and job performance.

However, the researcher observes that Technology and Livelihood Education (TLE) teachers are not given opportunities for training and seminars on teaching the subject. The researcher takes the initiative to seek out opportunities to broaden his knowledge, such as enrolling in a postgraduate program, reading various books, and talking with subject experts. Hence, the researcher is motivated to conduct this study to investigate the influence of self-actualization needs and professional development on job performance among Technology and Livelihood Education (TLE) teachers.

## **2. METHOD**

This research utilized the descriptive correlational design to determine the association of self-actualization and professional development on the job performance of teacher-respondents in the Sto. Tomas South District, Schools Division of Sto. Tomas City. The data and information were gathered particularly on the level of their self-actualization needs and professional development, and teachers' job performance. This research method emphasized the objective measurements and the statistical, mathematical, or numerical analysis of data gathered through Google form, survey questionnaires, and by manipulating pre-existing statistical data using computational techniques. The researcher prepared a correspondence address to the Schools Division Superintendent of Sto. Tomas City, Batangas, as well as to the District Supervisor of Sto. Tomas South District, and School Principals/School Heads. The researchers' adviser and panellist checked and approved the letter for finalization and refinement. Upon approval, the researcher created a Google form

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for the survey questionnaire and sent the link to the target respondents with attached letters to the school heads.

The retrieved survey questionnaires from Google Forms were gathered and entered into a matrix. The collected data were tallied, analyzed, and interpreted using statistical tools with confidentiality. The grouped data were analyzed and statistically treated to find answers to the proposed questions. To provide explanations to the data gathered the researcher employed the following statistical tools to provide explanations on the data gathered. Frequency count and per cent distribution were used to describe the respondents' general information regarding their profile as to sex, age, educational attainment, number of years in service, and number of training/ seminars attended. The mean and standard deviation were used to determine the level of respondents' self-actualization, professional development, and job performance. Pearson's *r* was also utilized to determine the significant relationship between self-actualization needs, professional development, and job performance.

### 3. RESULTS AND DISCUSSION

Among the 54 TLE teachers in Sto. Tomas South District, the majority are female whose age ranges from 26-30 years old, serving for four years and above in the Department of Education, predominantly with master's unit and with above ten numbers of training and seminars attended. As perceived by the respondents, the level of their self-actualization needs as to physiological needs; they gave much weight to active participation in school meetings regularly conducted by the school head. As claimed by the respondents, the level of their self-actualization needs as to security needs put more emphasis on being not ashamed of who they are as teachers. The respondents' level of belonging and love needs was more on acceptably communicating feelings, and on self-esteem needs, it concentrated more on a sense of morality and decency in their profession. The respondents' professional development level as to instructional placed much importance on believing their skills in preparing appropriate learning environment. As claimed by the respondents, the level of professional development is scientific. They understood how to participate in projects and activities related to their field and how research funds benefited. The teachers claimed in personal development that they are incredibly optimistic in every opportunity that comes their way, which will help develop their potential as professional educators. The respondents also revealed on organizational development that they knew how to get along with co-workers and school heads despite their differences.

Table 1. Respondents' Distribution as to Sex, Age, Number of Years in Service, Educational Attainment, and Number of Training/ Seminars Attended

<b>Profile</b>	<b>f</b>	<b>%</b>
	Sex	
Male	19	35.2%
Female	35	64.8%
<b>Total</b>	<b>54</b>	<b>100%</b>

Profile	f	%
Age		
20-25	1	1.9%
26-30	21	38.9%
31-35	7	13.0%
36-40	5	9.3%
40andabove	20	37.0%
<b>Total</b>	<b>54</b>	<b>100%</b>
Number of Years in Service		
0-3	10	18.5%
4-6	17	31.5%
7-9	10	18.5%
Ten and up	17	31.5%
<b>Total</b>	<b>54</b>	<b>100%</b>
Educational Attainment		
Bachelor's Degree	12	22.2%
With master's units	24	44.4%
Master's Degree	15	27.8%
With doctorate units	2	3.7%
Doctorate	1	1.9%
<b>Total</b>	<b>54</b>	<b>100%</b>
Number of Training and Seminars Attended		
0-3	6	11.1%
3-6	15	27.8%
7-9	4	7.4%
Ten and up	29	53.7%
<b>Total</b>	<b>54</b>	<b>100%</b>

The teacher-respondents of the district under study claimed that in considering their job performance as to content knowledge and pedagogy, most items indicators registered high level, particularly on the use of Mother Tongue, Filipino, and English in teaching and learning depending on the grade level they are handling. The teachers appealed to handling diverse learners. They encouraged active learning in the class, and they considered learners' linguistic, cultural, socioeconomic, and religious backgrounds. The respondents revealed the level of job performance as to curriculum and planning that they planned and managed their instruction for the betterment of the learning process of the learners, and they ensured that learning outcomes aligned with learning competencies. They also appealed to community linkages and professional engagement that they follow school policies and procedures.

### 3.1. Correlation between the Respondent's Level of Self- Actualization Needs and Level of Job Performance

The data reveals that the level of self-actualization needs as to physiological needs is significantly related to content knowledge and pedagogy (CKP) (.621\*\*), diversity of learning (DoL) (.735\*\*), curriculum and planning (CaP) (.754\*\*), and community linkages and professional development (CLP) (.719\*\*) were found significant at 0.01 level. It also shows that security need is significantly related to content knowledge and pedagogy (CKP) (.486\*\*), diversity of learning (DoL) (.657\*\*), curriculum and planning (CaP) (.635\*\*), and community linkages and professional development (CLP) (.598\*\*) were found significant at 0.01 level. Belonging and love needs are also significantly related to content knowledge and pedagogy (CKP) (.533\*\*), diversity of learning (DoL) (.585\*\*), curriculum and planning (.5944\*\*), and community linkages and professional development (CLP) (.647\*\*) were found significant at 0.01 level. Lastly, the data on self-esteem needs were also significantly related to content knowledge and pedagogy (CKP) (.534\*\*), diversity of learning (DoL) (.763\*\*), curriculum and planning (CaP) (.769\*\*), and community linkages and professional development (CLP) (.714\*\*) were found significant at 0.01 level.

Table 2. The relationship between the level of self-actualization needs and job performance.

Self-Actualization Needs	Job Performance			
	CKP	DoL	CaP	CLP
Physiological	.621**	.735**	.754**	.719**
Security	.486**	.657**	.635**	.598**
Belonging	.533**	.585**	.594**	.647**
Self-Esteem	.534**	.763**	.769**	.714**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### 3.2. Correlation between the Respondent's Level of Professional Development and Level of Job Performance

The result unleashes the relationship between professional development and job performance. The data reveals that the level of professional development as instructional is significantly related to content knowledge and pedagogy (CKP) (.545\*\*), diversity of learning (DoL) (.621\*\*), curriculum and planning (CaP) (.596\*\*), and community linkages and professional development (CLP) (.585\*\*) were found significant at 0.01 level. It also shows that science is significantly related to content knowledge, and pedagogy was found significant at 0.01 level, thus scientific is significantly related to the diversity of learning (DoL) (.275\*) curriculum and planning (CaP) (.346\*), and community linkages and professional development (CLP) (.334\*) was found significant at 0.05 level. Likewise, personal development is significantly related to content knowledge and pedagogy (CKP) (.469\*\*), diversity of learning (DoL) (.506\*\*), curriculum and planning (CaP) (.553\*\*),

and community linkages and professional development (CLP) (.535\*\*) were found significant at 0.01 level. Lastly, the statistics in organizational development instructional are significantly related to content knowledge and pedagogy (CKP) (.597\*\*), diversity of learning (DoL) (.590\*\*), curriculum and planning (CaP) (.699\*\*), and community linkages and professional development (CLP) (.698\*\*) were found significant at 0.01 level.

Table 3. Unleashes the relationship between the level of professional development and the job performance

Level of Professional Development	Job Performance			
	CKP	DoL	CaP	CLP
Instructional	.545**	.621**	.596**	.585**
Scientific	.482**	.275*	.346*	.334*
Personal Development	.469**	.506**	.553**	.535**
OrgDev	.597**	.590**	.699**	.698**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

It was revealed that all the input variables were significantly related to self-actualization needs. Likewise, the professional development of teachers was found to be significantly related to all measures of job performance, such as content knowledge and pedagogy, diversity of learners, curriculum and planning, community linkages, and professional engagement.

#### 4. CONCLUSION

Based on the findings, it was concluded that self-actualization needs such as physiological, security, belonging, love, and self-esteem have significant relationships in the job performance of TLE teachers. Additionally, it was revealed that teachers' professional development in classroom instruction, scientific methodologies, personal development, and organizational development were significantly associated with their job performance. Hence the hypothesis in this study is not supported by evidence and, therefore, not sustained.

The following suggestions are as a result of this made considering the data and conclusions presented:

1. All educators could engage in self-reflection and assessment that will develop their characteristics of self-actualization in terms of greater life satisfaction in fulfilling their looks, stamina, and personal growth, and develop abilities to have the initiative in undertaking in any form of school activities, positive relation, independence, and self-transcendent experiences.
2. Teachers may be encouraged to receive the necessary support and resources to be effective as educators. One key aspect of this support is providing peer teaching and instruction on professional development opportunities to continuously improve their skills in preparing and implementing teaching materials and engaging activities, as

- necessary education in time management to have a proper timetable and well-planned duties.
3. For teachers to grow and develop their teaching instruction and performance, educators need to understand the principles of thinking that create a powerful teaching and learning concept. Furthermore, schoolteachers must still be introduced to computers and technology to be comfortable and technologically inclined.
  4. Teacher respondents are professionally developed and self-actualized, but it is still recommended that the administrators practice excellent service to motivate teachers in their job performance.
  5. Educators could carry out these studies to keep up with current educational developments and identify and acquire the abilities necessary to improve their level of competence amid a broad range of challenges.

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